

**A REALISTIC EVALUATION OF THE BEHAVIOUR POLICY IN A SECONDARY
SCHOOL**

By

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ABSTRACT

Supporting students experiencing social, emotional and behavioural difficulties (SEBD) is a challenge for schools. All schools are required to have a behaviour policy in place that details the approach and strategies that are employed to promote good behaviour and to review this policy regularly (DfE, 2011b). This thesis is concerned with understanding how the implementation of a behaviour policy can be evaluated effectively. A 'Realistic Evaluation' approach (Pawson and Tilley, 1997) is used as a framework.

A behaviour policy is a social programme. It is dependent on those tasked with implementing it to be motivated and committed to doing so if it is to be effective. The Realistic Evaluation approach promotes the active involvement of stakeholders in the research process to identify contexts and mechanisms under which the programme is more likely to operate successfully.

Relevant literature has been identified and analysed through the process of a 'realist synthesis' which, in addition to themes identified from parents, students and school staff in a preliminary investigation, has been used to identify potential contexts and mechanisms and associated outcomes. The identified 'context-mechanism-outcome configurations' have been used to construct eight theories regarding how students experiencing SEBD could be supported effectively by their school.

The theories have been tested in the study through data gathering from representatives of all stakeholder groups, contexts and mechanisms that support the implementation of the behaviour policy were identified and the eight theories revised. The findings from the evaluation indicate programme self-evaluation and development in the complex social organisation of a school is more effective when it actively involves a variety of stakeholders from different levels and positions within the school community, and when it considers contextual factors at the individual, interpersonal, school and the wider social and political level.

DEDICATION

Dedicated with love to my parents Brian Stevens and Angela Cale

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¹The pseudonym Willow Park School is used throughout to refer to the school.

A REALISTIC EVALUATION OF THE BEHAVIOUR POLICY IN A SECONDARY SCHOOL

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ACRONYMS

BERA	British Educational Research Association
BESD	Behavioural, emotional and social difficulties
BPS	British Psychological Society
CMOC	Context-Mechanism-Outcome Configuration
DECP	Division of Educational and Child Psychology
EBD	Emotional and Behavioural Difficulties
EP	Educational Psychologist
EPS	Educational Psychology Service
HCPC	Health and Care Professions Council
IEP	Individual Education Plan
INSET	In Service Training
PSA	Parent Support Adviser
LA	Local Authority
LEA	Local Education Authority
LL	Learning Leader
LSU	Learning Support Unit
NFER	National Foundation for Educational Research
NQT	Newly Qualified Teacher
PSP	Pastoral Support Programme
PLA	Parent Liaison Adviser
PRU	Pupil Referral Unit
RADIO	Research and Development in Organisations
RE	Realistic Evaluation
SEBD	Social, Emotional and Behavioural Difficulties
SEF	Self-evaluation form
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENCO	Special Needs Coordinator
SLT	Senior Leadership Team
TA	Teaching Assistant
TST	Traveller Support Teacher
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UK	United Kingdom
VLE	Virtual Learning Environment

CHAPTER 1: INTRODUCTION

1.1 A statement of purpose

This study was a Realistic Evaluation (Pawson and Tilley, 1997, Pawson, 2006) of a programme in a secondary school, “Willow Park”. The focus or object of the research was the school approach to behaviour management, the espoused view of which is embodied in the school behaviour policy. This document, written for all members of the school community, describes the expectations for good behaviour and how these may be achieved through various strategies and actions at the school, classroom and individual student level.

The purpose of the research was to explore what was effective in the approaches employed by the school staff to promote good behaviour and to provide information that could be used to improve this, through theory development and an evaluation of practice.

The research will be of interest to school staff and professionals who work with schools, particularly educational psychologists (EPs), who are seeking to develop methods of school self-evaluation and organisational development and to develop effective and efficient methods of supporting students experiencing social, emotional and behavioural difficulties (SEBD).

The request for evaluation research was made by the school senior leadership team (SLT). The initial invitation was for the researcher to act as an external consultant, providing recommendations to the SLT, who would then decide whether to implement them. However, following discussion and negotiation, a more collaborative form of enquiry was agreed, with the potential of developing the capacity of school staff

themselves to evaluate the effectiveness of behaviour management within the school and contribute to further developments in school in this area.

1.2 Rationale for the study

The following Sections (1.2.i and 1.2.ii) outline the rationale for the area of study reported in this thesis and how the study can provide useful knowledge for educational professionals engaged in developing school behaviour policies.

1.2.i Social, emotional and behavioural difficulties

Students experiencing SEBD present a challenge to teachers as individuals and schools as organisations in enabling children experiencing such difficulties to make progress within the school curriculum, as well as minimising the potential negative effects such difficulties can have on the on the progress of other students.

Dealing with behavioural problems is an on-going area of concern for teachers (Ellis and Tod, 2009). Student behaviour is a significant factor influencing the working atmosphere in classrooms and the educational progress that children make (Haydn, 2007). Teachers are concerned about low level, persistent disruptive behaviour (DES, 1989). There is a tension or dilemma for teachers who are anxious about supporting students with significant SEBD (Eakins and Grimes, 2009) but at the same time meeting the needs of the rest of the class given the negative effect such students can have on the progress of other children in the class (Ellis and Tod 2009; Cooper, 2007).

Cole and Knowles (2011) note:

“a single child’s actions can cause extreme and long-lasting stress to staff, inducing feelings of inadequacy, anger and, at times, despair”

(Cole and Knowles 2011 p. 13).

The Importance of Teaching (DfE 2010d) cites poor student behaviour as the greatest concern voiced by new teachers and the most common reason that teachers give for leaving the profession. Horne and Timmons (2007) identify that 70% of teachers support inclusion as the best way to meet the needs of all students, but also that 75% of teachers are anxious about teaching students with a wide range of needs in one class. Teachers have reported concern about their lack of training to support children experiencing SEBD and their ability to meet the children’s needs (Swinson, Woof and Melling, 2003).

There is evidence from a variety of sources of widespread incidences of behaviour which interferes with learning. For instance, Barber (1994), from a survey of over 10,000 students, reports 25% acknowledged behaving badly, and 33% of students reported they encountered disruption on a daily basis. The Office for Standards in Education, Children’s Services and Skills (Ofsted, 2005) reported behaviour to be satisfactory or better in the majority of secondary schools, but that no schools were free from low level disruption caused by a minority of students who could have a disproportionately disruptive effect.

Government enquiries into discipline in schools (DES, 1989a; Steer, 2005) indicate serious incidents of disruptive behaviour are rare in schools, but low level persistent disruption provides significant challenges to classroom management. The green

paper on special educational needs (SEN) *Support and Aspiration: A New Approach to Special Educational Needs and Disability* (DfE, 2011a), indicates there has been a 23% increase in the number of children classified as experiencing SEBD in England between 2005 and 2010 to a total of 158,000 pupils, but offers no explanation for this.

During 2007/2008 there were 8130 incidences of children being permanently excluded from schools in England, 86% of which were from secondary schools (DCSF, 2009). In 2008/2009 statistics from English schools indicate boys were 3.5 times more likely to be excluded than girls, and students with SEN were 8 times more likely to be excluded (DfE, 2010a). Children and young people who experience SEBD are at increased risk of exclusion from school (Parsons, 1999), and they are more likely than their peers to experience poorer outcomes in other areas, as outlined below.

Exclusion from school is associated with negative outcomes for children. Gillborn and Drew (2010) report excluded pupils are four times more likely to finish their education without gaining any academic qualifications. A review of 57 previous international reviews of the research literature completed by the EPPI-Centre (2008) identified risk factors associated with poor life chances for children that include poor parental supervision, early involvement in problem behaviour and exclusion from school. Children who are excluded from school are at greater risk of offending (Audit Commission, 1996; Parsons, 1999). Similarly, a summary of research findings based on previous analyses of studies tracking the lives of people born between 1958 and 1970 (Centre for the Wider Benefits of Learning, 2008) indicates success or failure at school is strongly related to propensity to commit a crime or engage in anti-social behaviour. Children who are excluded from school are also more likely to misuse

drugs and alcohol and are more likely to experience mental health difficulties (DfE, 2011a).

National initiatives to reduce exclusions and promote the inclusion in mainstream schools of students experiencing SEBD have included setting up 'learning support units' (LSUs) that *"have an ethos that promotes positive attitudes to learning and accepts each person as a unique individual capable of change"* (DfES, 2005a p1). Setting up such a unit at Willow Park School was an option that was considered but not taken forward during the course of this study (as discussed further in Section 1.4.ii).

1.2.ii Inclusion

Simply stated, the outcome of inclusion is a move to educate fewer children in special schools, through extending the scope of ordinary schools to be able to include a greater diversity of children (Clarke, Dyson and Millward, 1998). There is an established international move to promote the education of children and young people with special educational needs and disabilities (SEND) within mainstream education (UNESCO 1994; Booth and Ainscow 1998).

In the United Kingdom (UK) the trend to increasing education of children with SEND in mainstream settings can be traced back to Education Act 1944 (MoE, 1944), which recognised that the majority of children requiring 'special educational treatment' would be placed in mainstream schools. The UK supports the Salamanca Statement, drawn up by the UNESCO World Conference on Special Educational Needs in 1994.

The Statement urged governments to adopt the principle of inclusive education because:

“regular schools with this inclusive orientation are the most effective measures of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover they provide an effective education to the majority of children and ultimately the cost-effectiveness of the whole system”

(UNESCO, 1994 p.ix).

From this human rights perspective, the benefits of inclusion are seen to affect not only those being included but also to foster attitudes such as tolerance and respect for diversity within the including community. In addition, there is an assumption that the changes made to school organisations to support children experiencing SEND will be of benefit to all children through stimulating positive organisational change. The presence of students experiencing such difficulties can encourage schools to problem solve regarding how to be responsive to the needs of all children; providing a stimulus to the development of school provision for all pupils (Ainscow, 1995). Skrtic (1991) describes inclusive schools as *“problem solving organisations that configure themselves around uncertain work”*. From this viewpoint, students experiencing difficulties should be welcomed in inclusive schools because they provide challenges that drive development.

However, the inclusion of children with SEBD is often seen as more problematic and less desirable than the inclusion of other, potentially less challenging vulnerable groups, and students with SEBD can be viewed by their peers, teachers and parents of their peers as impeding the learning of others (Mowat, 2009). As noted in Section 1.2.i, there can be a tension for teachers between meeting the needs of students

experiencing SEBD and the needs of all the students in the class. This dilemma extends to the school level, as schools exist in a competitive environment and need to attract students. Being seen as a “good” school by parents is important, and poor behaviour in a school can also affect teacher recruitment (Barmby, 2006).

Schools need to be able to reflect on what they are doing in order to improve practice:

“a salient feature of school improvement is helping schools to be more confident in their use of their own and other data, more self-critical and more skilled in the use of research and evaluation tools”

(MacBeath and Mortimore, 2001, p2).

Wedell (1995) argues that an inclusive education system is one that is geared to meeting the diverse needs of students and is able to consider the influence of the school context on its ability successfully to include a range of various SEN. As a part of this process, a school will need to subject its ethos, curriculum, structures and procedures to on-going review and revision in order to maintain and extend inclusivity. Wedell argues that schools need to evaluate their effectiveness through considering the attitudes and perceptions of the pupils themselves, as well as other data.

Through completing the Self-Evaluation Form (SEF) (Ofsted, 2009), schools are encouraged to evaluate how behaviours that contribute to successful learning are promoted and maintained within the classroom, whilst behaviours not conducive to learning are reduced. The current study has provided a methodology for Willow Park School to undertake an effective self-evaluation of provision for students experiencing SEBD and to develop practice in this area.

In relation to self-evaluation, Schein (2004) sets out the importance of organisational culture, the effect it has on the change process within organisations and how it affects the relationship between researcher and stakeholders. Stoll and Fink (1996) suggest that research facilitators, as a part of the research process, need to support school staff in strengthening their capacity to evaluate their own systems, improve them and to maintain improvements.

The SEN green paper (DfE, 2011a), promotes the right of parents to express a preference of school placement for their children and advocates multi-agency assessment to identify the factors precipitating and maintaining the behaviour of children who experience persistent SEBD.

This research study has used Realistic Evaluation as a method for a school to theorise the bases for pupils' SEBD and school-based risk and protective influences for this group, and to evaluate and develop the provision made for students experiencing SEBD, to increase their inclusion and to reduce the likelihood of exclusion and its associated negative outcomes.

1.3 Research context

This section considers the Local Authority (LA) and school context within which the research took place, and the reasons for my own interest in the area of study.

1.3.i The Local Authority

I am an educational psychologist (EP) working in Greenshire², a large Shire county. In 2008 the management team of the educational psychology service (EPS) were investigating the possibility of offering a different model of service delivery to schools

²The pseudonym Greenshire has been used throughout to refer to the Local Authority

in Greenshire. At this time, the EPS was delivered through the allocation of a specified number of visits to each school, using a formula based on the number of pupils on the school roll, the number of children eligible for free school meals and the number of students on the school SEN register. The allocated visits tended to be used for work with individual pupils, such as contributing to assessments. The proposal was to offer schools the opportunity to bid for extra EP time that could be used specifically for work at the whole school level: for instance research or whole school development work. Three EPs, including me, piloted this model of working in three separate secondary schools. Each EP was given 40 additional half day visits to work with each school over the two years the project ran. This was a considerable additional allocation of time. Willow Park School previously had an annual allocation of 12 half day visits. This additional time was to be used for developing and carrying out the research, for any face to face work in school (such as planning meetings with school staff, or carrying out interviews as a part of the research and feeding back findings), and also meeting with the two other EPs as a peer supervision group to discuss the progress of each of the projects.

The outcomes of the three projects were evaluated by another EP to inform decisions about whether to adopt this approach as a future model of EPS delivery. This part of the project is not reported in this thesis, which focuses only on my own research at Willow Park.

The initial plan agreed with Willow Park School was for the research to take place in two stages, employing a collaborative action research design (Elliott, 1991), one stage in each of the two years the project was expected to run. The first stage was

planned to examine the school approach to managing and promoting good behaviour by gaining the views of stakeholders, and to then use this information to revise the school behaviour policy. In addition, information was to be gathered to inform the operational brief of a LSU which was planned to open at the end of the first year of the research study, as a significant part of the school strategy for supporting students experiencing SEBD. LSUs are designed to *“provide separate short term teaching and support programmes tailored to the needs of disengaged pupils with difficult or challenging behaviour”* (DfES, 2002, p6).

The second stage of the research was planned to evaluate the effectiveness of the LSU, once it had opened, in promoting good behaviour and improved educational outcomes for the students attending the centre, as well as the effect that the centre, as an organisational resource, had on behaviour management within the whole school. However, for reasons discussed in Section 1.4.ii, the LSU did not open. The research brief for the second year of the project was renegotiated with the school at the end of the first year to provide a more in depth evaluation of the school behaviour policy using Realist Evaluation methodology.

1.3.ii The researcher

There were a number of reasons why I wanted to undertake the research. At the outset of the research project I had worked as the EP for Willow Park School for four years. My experience had been of a school where the majority of teaching staff had high aspirations for their students, a commitment to supporting students experiencing SEBD and to promoting good behaviours for learning. The view that the school should be responsible for including and not excluding students experiencing SEBD was strongly promoted by the Head teacher and shared by me. I also shared with the

Head teacher the view that inclusion can be a catalyst for more general school improvement.

Educational inclusion can be defined as:

“a process in which all members of the school community constantly challenge themselves to reconceptualise their perceptions about the people around them in order to provide an ever more effective education for an ever more diverse range of learners”

(Jelly, Fuller and Byers, 2000, p. 17).

This definition recognises the contextual importance of the beliefs and attitudes towards inclusion held by members of the of the school community for it to be successful. Farrell (2006) argues inclusion of children with SEBD encourages schools to reflect on and adapt areas such as teaching approaches, pupil grouping, use of additional support and school systems.

Unsurprisingly, teaching staff had a range of views about how best to support children experiencing SEBD. My own involvement as an EP with such children tended to be at the point where teaching staff were already finding it difficult to maintain a particular student's placement and the student had become at risk of permanent exclusion, often having experienced a number of fixed term exclusions. In such cases relationships between teaching staff and students may already have deteriorated, and poor behaviour patterns become established. My motivation for carrying out the research project reflects my belief that the structures and systems within a school have a significant effect on behaviour that occurs within it (see for instance Rutter, Maugham, Mortimore and Ouston, 1979; Burden, 1999). I believe it is more effective to prevent difficulties arising in the first place than to deal with them once they have become more entrenched (DES, 1989). I was hopeful that, if the

research project was evaluated positively by the school and seen as contributing to organisational development and school improvement, this approach of working at the whole school level would be extended within the EPS as a model of service delivery.

I have completed the study as a “practitioner-researcher” (Robson, 2002). As well as being relevant to the school and service settings within which the enquiry has taken place, the research has also been relevant to my work as a practising EP. The agenda for the research has been determined, at least in part, through a process of negotiation with the SLT at the school and has evolved to reflect changing circumstances within the school during the two years of the study. It has also sought to meet the research needs of the EPS. There has been, therefore, a potential synergy between research and practice (Allen-Meares and Lane, 1990), in which the enquiry has contributed to both. Schön (1987) argues that there has been an increased acceptance that enquiry and evaluation play an important part in developing the ‘reflective professional’ role. Winter (1989), however, has warned that the practitioner researcher must provide an analysis qualitatively different from what is possible within the day to day professional role:

“experienced practitioners approach their work with a vast and complex array of concepts, theoretical models, provisional explanations, typical scenarios, anticipation of likely outcomes etc ... A research process must demonstrably offer something over and above this pre-existing level of understanding”

(Winter, 1989, p 34).

Robson (2002) suggests that potential disadvantages for the researcher-practitioner may include a lack of prior research experience and confidence, as well as potential ‘insider’ problems when working in an organisation well known to the researcher.

There has been potential for both these difficulties in the current study as I had not completed an evaluation using realist methodology before, and I had worked in the school for a number of years. Robson (2002) suggests access to a 'research consultant' can help mitigate such difficulties and provide for 'practitioner' and 'insider' opportunities to overcome potential local implementation difficulties. In this study supervision during the research process has been provided by the University of Birmingham. In addition, peer supervision came from a monthly meeting of a research group of three EPs within Greenshire. These different perspectives have strengthened the rigour of the research process. The potential threats to the validity of the research resulting from its design within a real world setting within the research resources available are discussed further in Section 4.4.

1.3.iii Willow Park School

Willow Park School is a large secondary school with approximately 1,400 students aged 11 to 18 years. It is a popular suburban school, well regarded in the local community as having very good academic standards combined with excellent pastoral care. The school is situated in a relatively affluent area and the proportion of students who are entitled to free school meals, at 6.5%, is well below the national average of 12.8% for pupils at state maintained secondary schools (DCSF, 2008a). The proportion of students with a statement of special educational needs, at 4.1%, is, however, above the national average of 2.8% (DCSF, 2008a). This is in part because the school has particularly good access arrangements for wheel chair users, and as a result caters for a number of students with physical disabilities who live outside the school catchment area. At the beginning of the current study 12 students at the

school had a Statement of SEN as a result primarily of social, emotional and behavioural difficulties. A further nine children with a Statement of SEN were diagnosed as being on the Autistic Spectrum, some of whom were participants in this study.

The school was granted specialist technology school status in 1997 and launched a second specialism in languages in 2008, after it achieved high performing specialist school status. The school was rated as 'Outstanding' by the Office of Standards in Education (Ofsted) in 2009. Ofsted reports that student *"outstanding behaviour and attendance contribute significantly to how well they succeed"*. However, despite this positive endorsement the SLT were concerned that the school was not able to meet the needs of all children experiencing SEBD, with a number of students receiving fixed term exclusions or being taught away from the school, for instance at a Pupil Referral Unit.

At the beginning of the current study a task group had been set up in school to consider the provision made for students experiencing SEBD, and how this could be improved. This group was called the '3+ Behaviour Group'. The '3+' refers to the levels of response to SEBD described in the school behaviour policy, which details a staged response to incidents of poor behaviour. Behaviours at 'Level 1' of the behaviour policy include low level incidents such as interrupting the teacher or not wearing the correct school uniform. The policy states incidents at this level should be dealt with by the class teacher or the person who witnesses the behaviour. Behaviours at 'Level 2' include fighting or refusal to follow instructions from a teacher. Here, a Head of Department or the student's Tutor should then be involved. 'Level 3' misbehaviours, such as bullying or stealing, would involve a Head of School or member of the SLT. Students at the school are placed at 'Level 3+' when their

behaviour remains a serious cause for concern, in spite of support at Level 3. Such behaviour would put them at risk of being permanently excluded from the school. Interventions at 'Level 3+' suggested in the behaviour policy include requesting a statutory assessment of the student's educational needs by the Local Authority, a 'managed move' to a different school, or an early work or college placement. The 3+ Behaviour Group included the Head teacher and other members of the SLT, the Inclusion Manager, the Special Needs Coordinator (SENCo), teachers, teaching assistants and me during the two years of the study. Members of this group were tasked with reviewing the existing school behaviour policy, considering in particular the provision made for the students at the '3+ Level'. The potential benefits and disadvantages of opening an LSU to support students with this level of SEBD were also to be considered by the group.

1.4 Background to the current study

As noted in Section 1.3.i, the current research study was originally planned as a process:

- a review and contingent revision of the school behaviour policy and development of an operational brief for the proposed LSU; followed by
- an evaluation of the effectiveness of the LSU once in operation.

As one outcome of the consultation with stakeholders completed in the first stage of this process was the decision by the SLT not to open an LSU, the second part of the study was reformulated to become a more detailed analysis of the school behaviour policy. This is the substantive research study reported in this thesis.

As Griffiths (1998) notes:

“doing research is not a smooth linear path from beginning to end...practical research [is a] characteristically uneven, stumbling, wavering process”

(Griffiths 1998 p 105).

However, the findings from the preliminary study did become an integral part of the methodology and development of the eight ‘programme theories’ developed in Chapter 4 and tested in the main study. Therefore, a brief summary of the preliminary study is provided in this chapter in order to fully describe the development of the research study. A fuller account of the preliminary study is included in Appendix 1.

1.4.i Action research cycle

An action research model was employed to complete the first stage of the research, as it appeared to be an appropriate framework within which to review the behaviour policy at Willow Park, to plan for and to then evaluate the proposed LSU. Robson (2011) notes action research initially developed, through the work of Kurt Lewin during the 1940s, as a process in which to learn about organisations in order to change them. Action research has continued to develop as a method for increasing understanding of how changing practices and actions can mutually benefit a community of practitioners, often through encouraging practitioners to reflect on their own practice (Reason and Bradbury, 2001). The aim of carrying out action research is to improve practice, to improve the understanding of that practice by practitioners

and to improve the environmental conditions within which the practice takes place (Robson, 2011).

As action research is concerned with analysing the effects of changes in practice, it tends to be cyclical in nature:

“action research is a flexible spiral process which allows action (change, improvement) and research (understanding, knowledge) to be achieved at the same time. The understanding allows more informed change and at the same time is informed by that change. People affected by the change are usually involved in the action research. This allows the understanding to be widely shared and the change to be pursued with commitment”

(Dick, 2002, accessed on-line).

Thus, action research involves planning a change of actions, carrying out the actions and observing what happens, followed by a review of the effects the change has resulted in. This leads to further planning, action and so on, in a cycle of “planning, doing and reviewing”.

Table 1.1 (p 19) describes a summary of the stages of research that were completed in the preliminary stage within an action research cycle.

As described in more detail in Appendix 1, a sample that included teaching staff, students experiencing varying levels of SEBD and parents/carers were identified. The views of teaching staff and parents/carers about the behaviour policy at Willow Park were gathered through a questionnaire and the views of students were gathered through a semi-structured interview. The information collected was coded and themes identified from each respondent group following the advice of Braun and

Clarke (2006). These themes are presented in Table 1.2 on page 20, which is colour coded to display themes common to different respondent groups.

As indicated in Table 1.2, a wide range of factors, at the individual student, class, schools and wider community level, relevant to the behaviour policy were identified. Overall, there was considerable agreement between the staff, students and parents, with many of the themes identified by more than one group of respondents. For instance, the use of rewards and sanctions, consistency of implementation of the behaviour policy, and liaison between school and parents were agreed as important by all three respondent groups. However, each group also had its own perspective on the effective support for SEBD, given their position and experience within the school system. For example, students noted particularly the impact of seating arrangements and extra-curricular activities and staff the role of the pastoral support system in supporting good behaviour. Differences of opinion were expressed about effectiveness of various approaches to supporting SEBD that were related to the personal characteristics of the student, such as age or personality characteristics.

1.4.ii Revision of the behaviour policy

Once the preliminary study had been completed, the identified themes were fed back to the 3+ Behaviour Group in the Autumn of 2009, who considered how to develop the behaviour policy at Willow Park.

Table 1.1 Action Research Cycle (adapted from Elliott, 1991 and Bassey, 1998)

Cycle	Stage	Actions	Preliminary study actions
1	Plan	Define the issue of concern.	What aspects of practice will be the focus?
		Describe the situation and reflect on what is already known.	What thinking underpins the research and how does the literature inform the research
		Plan action steps.	Decide on appropriate research methods to investigate the issue of concern.
	Do	Implement the action steps.	Analyse what is happening as the action steps are implemented.
			Monitor implementation and effects
		Are there contradictions between the planned change and what actually changed?	Was the change worthwhile? What is to be done next?
	Review	Review the change and decide what to do next	Was the change worthwhile? What is to be done next?
			Was the change worthwhile? What is to be done next?
			Was the change worthwhile? What is to be done next?

Table 1.2 Themes identified from the data collected from school staff, students and parents

	Theme	Abstracted from
1	Rewards and sanctions	Teaching staff, students, parents
2	Consistency	Teaching staff, students, parents
3	Parental support	Teaching staff, parents, students
4	Relationships	Teaching staff, students
5	Communication	Teaching staff, parents
6	High expectations of all students	Teaching staff, parents
7	Additional support for students	Teaching staff, parents
8	Pupil involvement	Teaching staff, parents
9	Class size	Teaching staff, parents
10	Modelling of behaviour	Teaching staff, parents
11	Teaching	Students, parents
12	Labelling	Students, parents
13	Seating arrangements	Students
14	Extra- curricular activities	Students
15	Teacher qualities	Students
16	Teachers intervening early	Students
17	Recognition of progress in all areas	Parents
18	Emotional needs of children	Parents
19	Curriculum	Teaching staff
20	Pastoral support system	Teaching staff
21	Monitoring system	Teaching staff
22	Positive school ethos	Teaching staff

In considering the potential role of a LSU, the 3+ Behaviour Group judged that such a unit could potentially work against many of the themes identified in Table 1.2 and the inclusion of students at the school experiencing SEBD. A concern of the group was that an LSU would potentially become a ‘dumping ground’ or ‘sin bin’ to which teachers would seek prematurely to send children if their behaviour was difficult for them to manage. There was concern that teaching staff could become less skilled, less confident and have reduced feelings of responsibility for supporting good student behaviour. As a result of this there was a concern that student – staff relations could suffer and the ability of the school to include students experiencing SEBD

successfully would actually diminish. Visits to LSUs in other schools by members of this 3+ Behaviour Group had reinforced this concern.

The 3+ Behaviour Group also considered the contents of the Government guidance *Good Practice Guidelines for LSUs* (DfES 2002). This guidance notes that, for an LSU to provide an inclusive function within the school the whole school system for supporting children experiencing SEBD must be effective. The guidance emphasises the importance for all teaching staff to be sufficiently trained in how to adapt their teaching and curriculum approach to accommodate the individual needs of pupils returning to mainstream lessons after being supported in an LSU, as well as regular liaison between school staff and the parents and carers of children experiencing SEBD. The 3+ Behaviour Group considered these factors as particularly important as a focus for whole school development of supporting children experiencing SEBD.

The 3+ Behaviour Group decided to place emphasis on meeting the needs of students with SEBD within the mainstream classes, with a focus on the school system of support, maintaining high expectations for all students and supporting the ability of teaching staff to support SEBD, rather than moving students out of class to an LSU. In terms of cost-effectiveness, it was considered a better use of resources to develop the pastoral system already in place and work more closely with parents, rather than spend money on adapting a building to house an LSU and employing additional members of staff to work within such a unit.

Thus, the policy for supporting students with SEBD was revised. Responsibility for pastoral management was redistributed from the three Heads of School (Head of Key Stage 3; Head of Key Stage 4; and Head of Sixth Form) to newly appointed 'Learning Mentors' for each of the seven year groups. The purpose of this was to distribute

responsibility for dealing with behaviour difficulties, and place this responsibility for behaviour management and pastoral support at a less senior level in the school. A new post of Deputy Head was created with specific responsibility for pastoral care, supported by two Directors of Personal Development. An improved system for monitoring incidents of poor behaviour was developed. A Parent Liaison Adviser (PLA) was appointed to increase communication and liaison with families, and Learning Mentors and Form Tutors were encouraged to contact parents as soon as concerns were noted through the monitoring system. The rationale for these changes was to promote earlier intervention for pupils experiencing SEBD, with classroom teachers and tutors expected to be more proactive and to take more responsibility for dealing with difficulties students may manifest in class, rather than referring the student to a Head of School in the first instance. Consistency of the application of the strategies described in the policy, the emphasis of positive methods to support SEBD over sanctions and punishments, and closer working with parents were particularly emphasised in the revised policy.

The themes identified in the preliminary study and the revisions to the behaviour policy were disseminated to all members of staff at Willow Park during the Autumn term of 2009 through a series of interactive workshops, in which I was involved.

1.4.iii Implications for the main study

As a result of these revisions to the behaviour policy there would now be no LSU provision to evaluate. However, the school SLT were concerned to evaluate the implementation and effectiveness of the revised behaviour policy, particularly in

relation to those students who may have been placed in the LSU had it been in operation. Through discussion with the 3+ Behaviour Group it was agreed to investigate, in more detail, the effectiveness of support strategies available to students experiencing SEBD under the revised behaviour policy programme in school using a Realistic Evaluation design.

1.5 Methodological approach

Applying Realistic Evaluation to educational initiatives is in its early days. This approach claims to provide information about the *contexts* in which *mechanisms* lead to desired *outcomes*. Within the Realistic Evaluation approach the context (C) refers to the social framework within which a programme is operating. This will include the nature of the social environment, the motivations and beliefs of the people involved in the programme or initiative and the way that these people interact and mix with each other. The mechanisms (M) refer to the actions that are produced; that is how the participants interpret and implement the programme or intervention. The outcomes (O) result from the actions carried out within the particular contextual conditions. Together they form context-mechanism-outcome configurations (CMOCs).

Pawson and Tilley (1997), who articulate Realist Evaluation (RE) as an approach which promises greater validity and utility of the findings than those derived from more typical outcome evaluation studies, tend to use examples of programmes targeted at crime reduction such as the introduction of security cameras in car parks (Tilley, 1993). The identification of mechanisms and the measuring of outcomes here is a simpler task where a single factor is being evaluated, than when considering complex, diffuse, multi-factorial social programmes, such as behaviour policies.

Considering the potential for applying this form of evaluation to social programmes, Timmins and Miller (2007) re-examine a study by Miller (2002) of an initiative to improve speech and language therapy to schools using a Realistic Evaluation perspective. They consider some of the methodological difficulties of this and suggest that this approach might afford an appropriate framework to assess programme efficacy in education, as well as providing opportunities for researchers and practitioners to work together. From a review of relevant speech and language therapy literature Timmins and Miller (2007) are able to hypothesise a number of links between contexts, mechanisms and outcomes (CMOCs). For example, in a school where the Head teacher supports speech and language therapy practices (C), then assessment of children's language skills can be classroom based (M), so that Individual Educational Plans (IEPs) will reflect speech and language targets (O) (Timmins and Miller, 2007, p. 15). Timmins and Miller note that there are difficulties in identifying CMOCs in social programmes as contexts, mechanisms and outcomes in one part of a programme can change places in another part of the programme. For instance, in the example above the outcome that "IEPs reflect speech and language targets" could potentially be considered as a mechanism in a different CMOC. Social programmes are complex, and the identification and isolation of factors is challenging. Timmins and Miller report the identification of CMOCs is not a straightforward task, concluding it can be very difficult to identify contexts and mechanisms from the way research is often reported. The identification of CMOCs can be attempted through a 'realist synthesis', an argument for the use of which in the current study is developed in Chapter 2.

Recently, a number of authors have used an RE approach when conducting an evaluation; for example, Davies (2011) in an evaluation of Nurture Group provision

within a Local Authority, Shepherd (2010) evaluating a mental health and emotional wellbeing programme and Webb (2011) who evaluates the implementation of the Social and Emotional Aspects of Learning (SEAL) programme within a school.

Timmins and Miller (2007) also note the necessity of talking to key informants when elucidating CMOCs; thus the Realistic Evaluation process actively encourages participant involvement early in the research process.

Such a realist approach to the evaluation of the effectiveness of school practices in supporting vulnerable students is relevant because:

“any innovation will depend, for its success or failure, on a range of factors; for example, the relationships between the people involved or the characteristics of the setting in which it is implemented”

(Timmins and Miller, 2007, p 9).

Timmins and Miller (2007) outline a number of steps in completing a realistic evaluation.

- An underpinning theory is developed based on what is already believed to work by practitioners from a review of the research literature available in the area. The literature review takes the form of a ‘realist synthesis’, the process of which is described in detail in Chapter 2. In the current study this has entailed developing a theory about how students experiencing SEBD can be supported effectively in school, given the state of current theoretical and practical knowledge and through gaining the perspectives of practitioners described in the preliminary study.
- The underpinning theory is used to develop a programme specification, which details more precisely how contexts and mechanisms are most likely to produce

the desired outcomes, again given the current state of knowledge. Eight theorised CMOCs, in this thesis termed 'Programme Theories' were developed as part of the programme specification, which provided the starting point for the evaluation.

- The evaluation design and data gathering methods developed are informed by the Programme Theories in order to test whether the programme specification is working as anticipated.
- The evaluation findings inform how the programme could be modified and implemented more effectively, leading to a more developed underpinning theory and programme specification that can be applied to future similar evaluations.

1.6 Research and development in organisations (RADIO)

As the research has been completed collaboratively with members of staff from the school, a framework within which to negotiate and plan the research process collegially has been required. Initially, a collaborative action research framework was used to structure the research process (as discussed in Section 1.4), but as the aims of the research were renegotiated and refocused at the end of the first phase of the study, the Research and Development in Organisations (RADIO) approach was employed as an over-arching framework within which to develop the enquiry (Timmins, Shepherd and Kelly, 2003). RADIO is a collaborative action research framework that is used to clarify the research focus with stakeholders, to negotiate the framework for data gathering and data analysis, to support the processing and interpretation of data with and by stakeholders, and then to implement and evaluate

actions in the organisation that arise from the research. This collaborative approach is considered capable of supporting the capacity of schools to develop and improve their provision. The initial stages of the RADIO process involve negotiating a framework within which the researcher must consider how the research will meet organisational needs within the resources (time and otherwise) that are available. Regular discussion, negotiation and planning with a “research facilitation group” (Timmins *et al*, 2006) assists this collaborative process. In the current study this has taken place with the “3+ Behaviour Group” The research process and expected outcomes were negotiated to help avoid, for instance, hidden agendas within the school impeding the research study (Patton, 1997). As Timmins, Bham, McFadyen and Ward, (2006) state:

“within the service or institution, such a collaborative aspect facilitates the take-up of research findings, feeding into a process of continuous institutional improvement”

(Timmins *et al*, 2006, p 306).

The use of the RADIO framework in this study is more fully presented in section 4.2.ii.

1.7 Research question

The purpose of the research was to provide information that could be used by the school to improve the support provided to students experiencing SEBD.

A school organisation is a complex system within which the strategies described in the behaviour policy will naturally be interpreted and applied in differing ways by different members of staff according to their beliefs, attitudes and personal circumstances, and the contexts in which they find themselves. Students also will respond in various ways to the same strategies, under differing circumstances, again according to their own motivations and values, and the impact of contextual influences.

The aim of the current research was to begin to understand this complex situation and to identify what strategies were working for whom and under what circumstances. The overarching research question addressed was:

How can the behaviour policy at Willow Park School promote good behaviour throughout the school and support students experiencing SEBD?

1.8 Contribution to knowledge

The completion of this research project aimed to:

- develop the approach to behaviour management at Willow Park School by highlighting good practice, identifying areas for development and informing the behaviour policy;
- provide information, through the testing of the programme specification, that can be used in other settings to inform programme theory development and further hypothesis generation in relation to interventions aimed at supporting children and young people with SEBD in school settings; and
- make a contribution to the development of knowledge by reporting on the potential of using Realistic Evaluation within an educational context, pragmatic and methodological difficulties that have arisen, in addition to providing a more detailed analysis of provision made for vulnerable students than is possible with purely outcome-oriented research.

1.9 Structure of the study

Chapter 2: Realist Synthesis

The principles of realism and the potential of a realist approach to evaluation research are discussed. An argument for completing the literature review as a realist synthesis is developed, and contrasted with systematic reviews. In order to understand the structure of the literature review as a realist synthesis the main concepts of Realistic Evaluation are introduced.

Chapter 3: Social, Emotional and Behavioural Difficulties: A Realist Synthesis

Three areas of literature relating to SEBD are identified as being relevant to the research question and to the development of a theory about the effective operation of the behaviour policy at Willow Park School. The three areas considered are: the development of theory and policy relating to SEBD; factors which influence effective behaviour management in school; and literature relating to whole school behaviour policies. The literature review is completed in the form of a realist synthesis of theoretical perspectives, policy and research regarding SEBD which is critically examined for contexts, mechanisms and outcomes that could inform the programme theory and resulting programme specification to be used within the Willow Park School study.

Chapter 4: Research Design and Methodology

The Realistic Evaluation model of Pawson and Tilley (Pawson and Tilley, 1997; Pawson, 2006) is critically considered and a model developed that incorporates the RADIO approach to managing research and development projects. The eight Programme Theories to be investigated in the main study are developed and

described. The research procedure and data analysis method are described. The stakeholders whom I judged to be most able to provide information with which to test the programme specification are identified as students, their parents and a range of school staff. Ethical considerations and how these have been addressed are discussed.

Chapter5: Presentation and Discussion of the Findings

The eight theories developed in Chapter 4 are tested and analysed with reference to the information collected during the research, and re-specified as appropriate. The trustworthiness and potential of applying the findings in other school settings are examined.

Chapter 6: Conclusion: Using a Realistic Evaluation Approach in Educational Research

Conclusions are drawn in relation to the research question presented in Section 1.7. The benefits and limitations of the realistic evaluation process and its potential to contribute to school self-evaluation are considered. The role and implications for practice for EPs and educational professionals in supporting whole school development is discussed.

CHAPTER 2: REALIST SYNTHESIS

2.1 Introduction

In this chapter the role of evaluation research is considered. The Realist Evaluation approach is outlined and the process of completing a literature review in the form of a realist synthesis introduced.

2.2 Evidence-informed policy and practice

Recognition of the importance of evaluation research has grown considerably during the last 20 years (Pawson and Tilley, 1997), and the growing accountability of Local Authority services has led to an increasing emphasis on practice having an evidence base (Trinder, 2000). Following the formation of the Labour Government in 1997, the White Paper *Modernising Government* (Cabinet Office, 1999) advocated improved use of evidence and research to inform better policy making and evaluation:

“this government expects more of policy makers. More new ideas, more willingness to question inherited ways of doing things, better use of evidence and research in policy making and better focus on policies that will deliver long term goals”

(Cabinet Office, 1999, Section 2.6).

However, much of the evaluation research that has been conducted has not lived up to this expectation (Pawson and Tilley, 1997). Despite the challenge from policy makers to the research community to provide usable evidence: *“Too often, the evidence needed to inform decision-making at all levels of practice is hard to come*

by, of questionable quality and of uncertain relevance” (Gowman and Coote, 2000 cited in Boaz, Ashby and Young, 2002 p 1).

Methodological difficulties within educational research have resulted in evaluation outcomes that do not inform how the innovation or programme under study could be improved. For instance Hammersley and Scarth (1993) claim that:

“there are a number of studies that have investigated the relationship between teaching style and pupil progress...Most of the severe methodological problems that arose with research on teaching styles, for example surrounding the operationalisation of concepts and the establishment of causal effects...have not yet been satisfactorily resolved. This means that we should treat with caution claims made about the effects of particular teaching strategies on pupils”

(Hammersley and Scarth, 1993, p 7).

Such methodological weaknesses have limited the impact of evaluation research on policy:

“after...running an evaluation, and analysing and reporting its results, we do not see much notice taken of it. Things usually seem to go along much as they would have gone if the evaluation had never been done. What is going wrong here? And what can we do about it?”

(Weiss, 1990, p 171).

The concern of research is to understand the world, but the form this understanding takes is influenced by the researcher's view of the world and belief in what constitutes meaningful information about it. For evaluation research of programmes operating within social contexts to be useful to policy and programme makers, the research paradigm chosen must be able to demonstrate scientific rigour. The potential of three influential epistemological positions: positivism; relativism and

realism, to provide such rigour in the current study are considered in the following sections.

2.3 Positivist approach

Positivism is often seen as the 'standard view' of science, employing controlled experimental design with precise observation and measurement (Denscombe, 2003). Researchers employing this approach view the world as an objective reality that can be understood through direct experience or observation. This approach generally employs quantitative methods of data collection to elucidate scientific laws where two observable variables occur in a regular relationship; the presence of one variable being related to the presence of a second. Researchers operating within this paradigm in the social sciences believe that this epistemology is applicable equally to the study of the social world as to the physical sciences and the social world can be understood objectively (Bentz and Shapiro, 1998).

Positivist researchers often employ experimental approaches where the 'randomised control trial' is seen as the gold standard. In this approach participants are allocated randomly to either the experimental group which receives some form of intervention, or a control group which receives no intervention. The participants' overall performance in the group receiving a particular programme is then compared with the control group (Robson, 2011). The success of the programme is then judged on the basis of a statistical comparison of the average outcomes of the two groups (Bentz and Shapiro, 1998).

Pawson and Tilley (1997) argue that such an approach, which averages out the responses of the individual members to the programme, provides little useful information. They point out that programmes do not affect individuals in identical

ways. Each person brings their own beliefs, attitudes and values, and programmes are often effective for some but not for others, or they may be effective in one situation, but not in another.

Robson (2011) argues that when research takes place in complex, real world social contexts (as in the current study) such regularities where 'A' always leads to 'B' are exceptionally rare, if they occur at all. Kelly (2012) argues that although psychological theory and empirical research have informed the development of understanding in areas of education such as behaviour management, social and emotional education and school ethos (see Sections 3.2 and 3.3 for further discussion of this), it has been difficult to demonstrate the effective implementation of this knowledge in practice because problems arise translating findings from empirical research into real world settings:

“these problems are mainly due to a scientific failure to anticipate and take into account factors and processes underlying variability and unpredictability in effectiveness. Variability effects arise from a range of sources but are related mainly to characteristics and attributes of practitioners who are asked to implement programmes and to surrounding contextual issues”

(Kelly, 2012, p 4).

The current evaluation of how a programme, being implemented in a school by a large number of teaching staff with differing beliefs, attitudes and values, affects a similarly diverse student population within the varying contextual backgrounds of a secondary school is complex: it would be impossible to control all potentially salient variables. As Cohen, Manion and Morrison (2000) note:

“where positivism is less successful, however, is in its application to the study of human behaviour where the immense complexity of human nature and the elusive and intangible quality of social phenomena contrast strikingly with the order and regularity of the natural world. This point is

nowhere more apparent than in the contexts of classroom and school where the problems of teaching, learning and human interaction present the positivistic researcher with a mammoth challenge”

(Cohen, Manion and Morrison, p 9, 2000).

Thus, a positivist, experimental research methodology would have been difficult to implement in the current evaluation of the school behaviour policy at Willow Park School, and was not judged to afford an appropriate or potentially effective epistemology.

2.4 Relativist approach

This approach, sometimes referred to as a ‘constructivist’ or ‘interpretive’ approach (Robson, 2011), is based on the premise that people are not like objects in the natural world that can be studied for regularities of cause and effect. This is because people are conscious of their actions; they attach meaning to what they do and what is going on around them. The positivist approach views participants in research as objects of enquiry. However, human behaviour is not governed by universal laws; rather it needs to be interpreted in the light of human ideas and meanings. From a relativist standpoint, the research participants are viewed as stakeholders and ‘experts’ whose views are sought (Robson, 2011). The role of research, therefore, is to understand the experience of people in specific contexts, without intervention or manipulation by the researcher (Hammersley and Atkinson, 1983). Within this epistemology, an individual’s behaviour is to be understood by the researcher attempting to share the frame of reference and interpretations of the world made by the participants. As individuals construct their own subjective view of a specific situation, there will be different understandings of the situation. Rather than revealing ultimate truths, this approach seeks to understand these ‘constructions’.

In contrast to a positivist approach, relativism emphasizes the emergence from data of concepts rather than theory, with research seen as generating working hypotheses rather than definitive facts. The purpose of research is to describe the world from a particular standpoint, and alternative viewpoints are seen as having equal merit (Robson, 2011). Thus, it is difficult to make claims for scientific rigour based on this approach. The relativist epistemology is rooted firmly in understanding and describing the participants' constructed view in a specific social situation. As a result it has limited application to other situations and limited use to policy makers.

The primary purpose of the current study has been to develop a reliable theory of how to support students with SEBD at Willow Park School effectively, and to test this theory in such a way that it could be used as a starting point for behaviour policy evaluation in other school settings. A relative epistemology was therefore judged inappropriate for this purpose.

2.5 Realist approach

Pawson suggests realism “steers a path between empiricist and constructivist accounts of scientific explanation” (2006, p 17), neither seeking general laws nor seeking only to explain individual situations (Sayer, 2000).

Realism assumes that there is a reality independent of human consciousness, but that humans are limited in their ability to observe it. This approach emphasises that knowledge is itself socially constructed, and that what are believed to be facts change over time. Facts cannot be beyond dispute as they arise in a particular social,

geographical and historical context. The real world is complex, and stratified into individual, group, institutional and societal levels. Thus, a realist approach rejects the positivist view that programmes determine the behaviour of the participants but seeks to understand the constructions of the participants within a particular context because *“it sees such reasoning processes as likely to be patterned and representable as a finite set of mechanisms”* (Bozic and Crossland, 2012).

Pawson argues that realism has split along two different paths (critical realism and scientific realism) depending on whether social science is viewed as a ‘critical’ or ‘empirical’ exercise (Pawson, 2006, p 18). The operation of social systems (such as schools) is produced by a complex interplay of forces, including historical factors, organisational structures and the volitions and motivations of people acting within the social system. The critical realist position asserts that empiricist methods attempt to isolate a part of the social system, but the complex nature of such social systems means:

“there will always be an overabundance of explanatory possibilities, that some of these will be mistaken, and that the primary task of social science is to be critical of the lay thought and actions that lie behind the false explanations”

(Pawson, 2006, p19).

Pawson suggests as an alternative course ‘scientific realism’ which seeks as an essential contribution to knowledge an empirical understanding of complex, open social systems, even though further explanations are still possible (and indeed very likely).

From this scientific realist point of view the purpose of science is to produce theories to explain the real world through considering how social structures and contexts

affect actions and mechanisms that cause things to happen, and to test these theories against rational criteria (Robson, 2011). Where the positivist approach is concerned with finding causal relationships where A always leads to B, the realist approach seeks to explain the occurrence of an event in a particular case.

Thus, scientific realism is an approach which seeks to combine a level of scientific rigour comparable to positivist approaches in research of complex social situations, with the relativist emphasis on understanding the world view of the participants. The current study conforms to this view.

Pawson (2006) argues that much evaluation research has failed to influence policy for two specific reasons. Firstly, he points out that *“in order to inform policy, the research must come before the policy”* (Pawson, 2006, p 8). Frequently, evaluation occurs after a programme has been implemented; evidence relating to the potential effectiveness of the programme is not considered before implementation. Conducting a ‘systematic review’ of the evidence available before policy and programme construction has been seen as an effective way of linking evidence to practice. The systematic review is based on the observation that individual studies *“are limited in the generalisability of the knowledge they produce about concepts, populations, settings and times..[single studies] frequently illuminate only one part of a larger explanatory puzzle”* (Cook et al., 1992, p 3). Thus, before adopting policy, the policy makers consider what a review of the evidence available indicates the policy should be. Also, Pawson refers to evaluation research as a *“cottage industry”* (2006, p.8) in which evaluative research studies are completed in isolation from each other resulting in a fragmented base of evidence. Again the systematic review has been seen as a method for bringing the available research and findings together.

The systematic review approach is critically examined further in Section 2.6. The Realistic Evaluation approach is then considered and an argument developed for completing the literature review reported in Chapter 3 in the form of a realist synthesis.

2.6 Systematic review

As evaluation research has frequently failed to have a direct impact on policy or to create change this systematic approach to developing comprehensive, integrated accounts of existing research has developed as a method of synthesising existing research in an area in order to produce an overview of ‘what works’ in that specific policy area (Davies, Nutley and Smith, 2000). This approach has developed particularly within health care with the development of the National Institute for Clinical Excellence (NICE) whose purpose is to monitor research evidence to inform government policy and priorities (Boaz et al., 2002). Similarly, the Centre for Evidence Informed Policy and Practice in Education (EPPI-Centre) was set up within the Department for Children, Schools and Families (DCSF) in 2000 to develop evidence-informed policy and practice in education through systematic reviews.

Lipsey (1997) argues that evidence from a large number of individual evaluations must be combined to provide strong bodies of evidence. The purpose is to provide policy makers with evidence of the efficacy of programmes before policy and practice decisions are made. The systematic review has therefore developed as a method of secondary research that aims to collect and analyse primary research findings to *“pass on a collective wisdom about the successes and failures of previous initiatives in particular policy domains”* (Pawson, 2006, p 11).

Historically, as systematic reviews have developed within the policy area of healthcare, greater weight has been given to evaluations where an intervention has taken place, particularly the randomised control trial. Within the policy area of education a wider variety of research approaches is used, including more qualitative methods (Davies et al., 2000), and a challenge taken up by the EPPI-Centre is to find “*ways of locating, reviewing and synthesising non-intervention research*” (EPPI-Centre, 2011).

There are, however, criticisms of the systematic review approach. As a part of the systematic review process strict inclusion criteria are developed in order to select studies that can be subjected to the statistical analysis chosen for the systematic review. The imposition of these criteria often leads to the exclusion of many studies, so that while the evidence that is considered in the review is likely to be robust and derived from well designed studies, it is likely to be incomplete and is often unrepresentative. A realist review is an approach that can include methodological and epistemological diversity in the literature that is reviewed.

Boaz et al. (2002) argue systematic reviews struggle with evaluating the inherent complexity of the social world, for instance taking into account the context within which social programmes operate. Within a realist explanation contextual information is considered at the same time as the processes and outcomes of the programme. Understanding the context within which an intervention is implemented is essential as the same intervention can be a success in one setting, but a failure in another.

Systematic reviews “typically measure the *effect size* of interventions in terms of the difference between the mean change in some outcomes measures in the

experimental group and the mean change in the control group” (Phillips, 2000). That is, they give a generalised overview of interventions, but little specific practical information for educators, however:

“teachers, learners, parents and educational managers tend to have *particular* and *context-specific* concerns about education, such as whether class size of more than 20 students in *their* primary school reception class has an effect on *their* children’s/students’ reading and cognitive abilities *at this point in time*”

(Phillips, 2000, p 374).

Systematic reviews can give overall pointers, but will rarely be applicable directly to an individual programme being operated by a particular group of people, in a particular setting and at a particular point in time.

Intervention programmes themselves have a history and are implemented within a wide range of policy arenas (Pawson, 2006). A realist synthesis, which seeks to identify CMOCs provides an opportunity to analyse the effects of such contextual influences on the operation and outcomes of programmes.

A further criticism of systematic reviews is that a theory is not developed to guide the review. Pawson (2006) argues that evaluation research as a whole has not moved forward in an organised, planned way. Evaluation research projects are set up in various political contexts, with varying research sponsors and purposes and methodologies, but not with a view to the longer term “*cumulation of evaluation findings; there is no job on the list whose function it is to feed the evidence steadily back into policy-making and then on to the design of further enquiries*” (Pawson, 2006, p11). Thus evaluation projects tend to take place in isolation from each other and the potential for forming a useful body of knowledge is often not realised.

Boaz et al. (2002) note that many social interventions are guided by a theory of change. Approaches such as 'Theories of Change' (Connell and Kubisch, 1998) and Realistic Evaluation (Pawson and Tilley, 1997) incorporate the idea that the outcomes of an intervention are mediated by theories about the operation of the intervention. Systematic reviews are outcome-focused; that is they are used to answer 'what works', rather than 'why does it work' questions. Pawson (2006) argues that, although systematic reviews can be a useful method of pooling research results, particularly from clinical treatments (the area in which the approach originated), this method does not apply to social interventions and programmes because they are inherently theoretical in nature. Social programmes are based on assumptions about human behaviour. As an example Pawson (2006) suggests some health education interventions are based on the hypothesis that unhealthy life style choices of adolescents result from poor role model influences from popular culture. This has led to a programme theory of encouraging influential but healthy role models into popular teen culture. Thus, a key task of any review is to extract and evaluate theories underlying the interventions. Social programmes like this are based on ideas and hunches; this contrasts significantly with medical programmes which can be tested using natural science methodology:

"tightly fixed review hypotheses work best with, and stem from, a pre-established understanding of how interventions work. The theoretical base of a social programme is inevitably fragile and limited in scope, so that theory testing remains essential in each evaluation and each review. We need to persist in asking how an intervention works in order to figure out how well it works. The better meta-question is an explanatory one"

(Pawson, 2006, p47).

Pawson (2006) suggests a realist synthesis of research evidence as an approach better able to examine the social nature of interventions, as discussed further in Section 2.8.

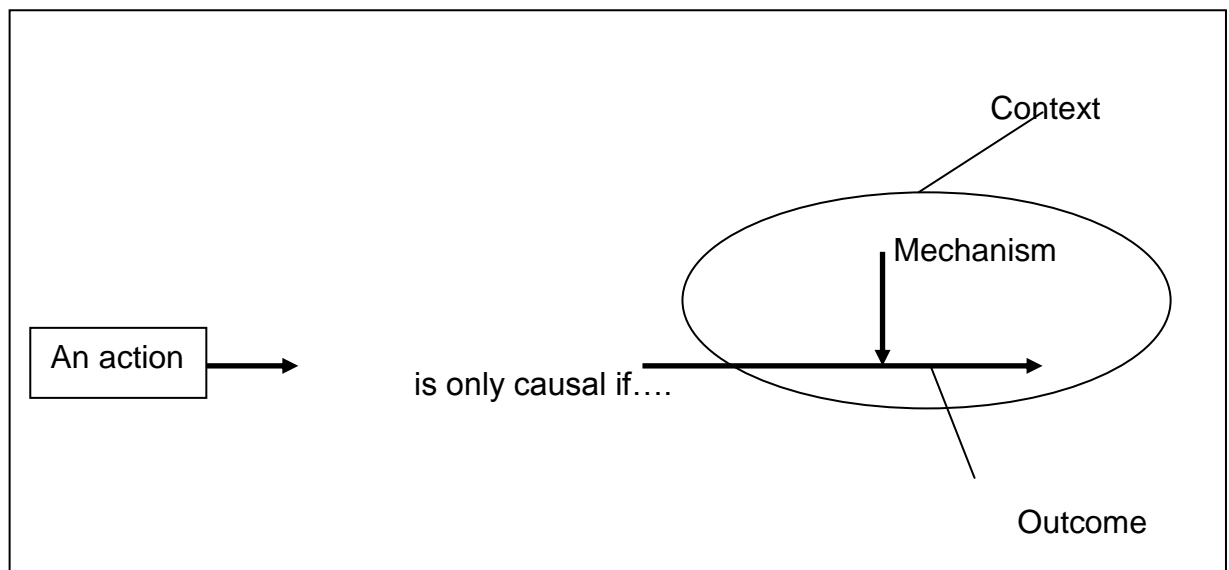
2.7 Realistic evaluation

As discussed in Section 2.5, realism is based on the premise that objects investigated through scientific research are ‘real’, in that they have an independent existence and can be manipulated to produce outcomes. However, unlike an empiricist view that the purpose of science is to identify and explain regular relationships in terms of irreducible cause and effect, realism suggests understanding is not about identifying constant independent/dependent variable relationships. Rather, a relationship can exist between two events if a “generative mechanism” causes it. It is possible that the mechanism will not be triggered, or will be triggered, but the effect will also be altered by the action of other mechanisms. From this view, science is an ongoing process of refining understanding of these mechanisms, as described further below.

2.7.i Generative causation

The Realistic Evaluation approach considers how social programmes bring about their effects by looking for “*causal powers within the objects or agents or structures under investigation*” (Pawson, 2006, p. 21). This ‘*generative model of causation*’ involves identifying outcome patterns, generative mechanisms and contextual conditions described in figure 2.1.

Figure 2.1 Basic components of realist causal explanation (from Pawson, 2006, p22)



In this model an action will become causal if the outcome is triggered by a mechanism acting in context (Pawson and Tilley, 1997). The context, being the environment within which the programme takes place, tends to be beyond the control of the programme makers and those who implement the programme. In the current study the context has included the individual motivations and beliefs held by members of the school community and the wider influence of the local community and educational policies at LA and national level. These factors will affect how the behaviour management programme operates in the school. The behaviour policy itself is the action, which would only become causal if the people who implement it act in a way (that is they provide the mechanisms) that produce the desired outcomes articulated in the behaviour policy.

Thus the Realistic Evaluation approach specifically takes into account the human element in the success or otherwise of a programme: that is, the effect that the commitment of those involved in the programme has on the outcomes:

“at the broadest level of generality, one can say that programmes offer resources and whether they work depends on the reasoning of subjects. The nature of the carrot of inducement may be different (material, social, cognitive) and the offer may include resource withdrawal (the stick). But whatever the intervention, it can only work as intended if the subjects go along with the programme theory and chose to use the resources as intended”

(Pawson, 2006, p 24).

The underlying principle of the realist approach is that regular *patterns* in social activities are generated by the mechanism of human actions, which in turn depend on the resources and motivations of people acting in particular contexts:

“for realists, causation is not understood on the model of the regular success of events, and hence does not depend on finding them or searching for putative social laws. The conventional impulse to prove causation by gathering data on regularities, repeated occurrences, is therefore misguided: at best these might suggest where to look for candidates for causal mechanisms. What causes something to happen has nothing to do with the number of times we observe it happening”

(Sayer, 2000, p. 14).

From a realist standpoint, the role of the evaluator is to investigate the generative mechanism, that is the operation of choices under the inducement of programme resources, within a given context.

2.7.ii Context - mechanism – outcome configurations

In Pawson and Tilley's (1997) account of the Realistic Evaluation approach, this interaction between human actions and the social context is conceptualised in the basic realist formula: *“regularity = mechanism + context”* (Pawson and Tilley, 1997, p 56).

As an example of how this formula applies in practice, Pawson and Tilley (1997) describe how gun powder can ignite when provided with a flame, but only when other necessary conditions are present. The ignition of the gun powder (the regularity or outcome) following an action (provision of the flame) can be explained by the chemical composition of the gunpowder (the mechanism) which allows the reaction to happen when the conditions that allow the mechanism to operate (the context) are present. The necessary conditions include sufficient oxygen being present, the mix being dry, sufficient heat being applied to it and for the right length of time. From a realist perspective the context is the situation in which the programme takes place, while the mechanisms are what people do or arrange with the aim of producing the desired outcomes. A number of contextual factors may need to be in place for an action to trigger the mechanism. With this conceptualisation the role of the researcher evaluating a programme is to report on contexts that are most effective in triggering the mechanisms that produce the desired outcomes of the programme.

Given the complex social nature of the implementation of a school behaviour policy, I considered that an approach which is able to consider under what circumstances and for whom the policy is effective, promised greater utility as an evaluation tool than did more traditional outcome evaluation methods. Employing Realistic Evaluation in the current study allowed a detailed examination of contextual factors at the level of the individual student, the classroom, the whole school and the wider context (such as the student's home background), and how mechanisms interact with this context to produce particular outcomes. The behaviour policy is the embodiment of the school programme to support students experiencing SEBD. The behaviour policy provides resources and approaches, such as suggesting strategies that should be used by teaching staff, parents and students for promoting good behaviours, and school

structures and systems for reinforcing good behaviour. These resources are (theoretically) available to all members of the school community, but are employed as mechanisms differently by different people and at different times.

The Realistic Evaluation approach provides a framework for an in depth analysis of behaviour management at the school, within which context – mechanism – outcome configurations can be considered and a theory of how behaviour is effectively promoted at the school developed that can be used to inform the further development of the behaviour policy, so that more effective mechanisms, and optimal contextual conditions to enable these mechanisms to ‘fire’ in order for desired outcomes (that is the effective social inclusion for pupils experiencing SEBD) more reliably to be attained.

2.7.iii Role of theory in evaluation research

Within such a realistic framework it is theory that is central to explaining reality, not data or the data collection methods. Pawson (2006) states that fundamental to the realist analysis is the claim that social programmes are theories:

“a more conventional perspective sees interventions in more tangible terms such as collections of resources, equipment and personnel but, for the realist, such resources are theories incarnate”

(Pawson, 2006, p 26).

The theory is specified in terms of hypotheses about how mechanisms may fire in particular contexts to produce the outcome patterns. From the hypotheses decisions

about the methods of data gathering and the sampling strategy can be made. The data collected are analysed in terms of 'what works for whom in what circumstances' to test the hypotheses, which in turn informs the revision and fine tuning of the programme specification.

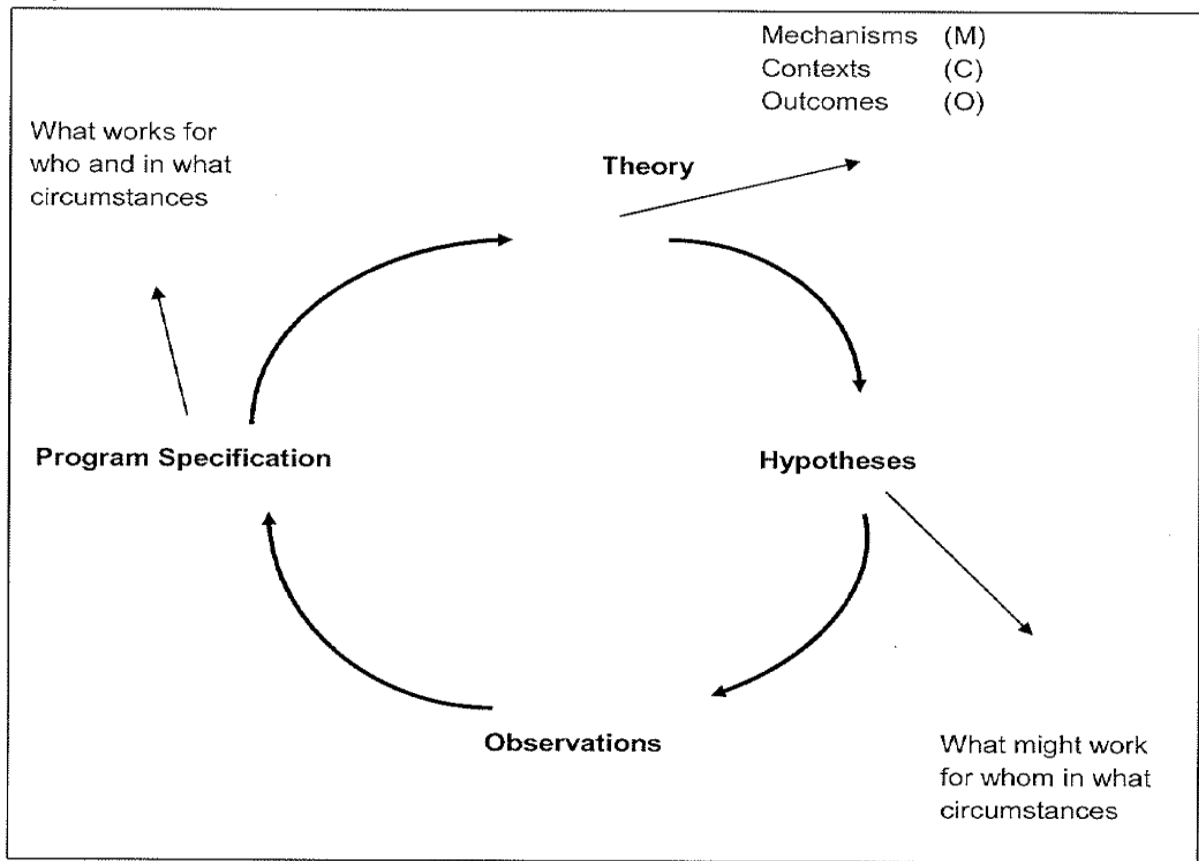
Pawson and Tilley (1997) represent this Realistic Evaluation research design process in Figure 2. 2 on page 49. In a realist analysis the development of theory comes at the beginning of the evaluation process, and is developed from a structured synthesis of evidence already available in the area being examined.

As noted by Thistleton (2008), Pawson and Tilley (1997) sometimes use the term 'theory' for both the initial theory (in the current study developed from a realist synthesis and presented in Section 4.3) and the hypotheses developed from this theory. In this thesis, following Thistleton (2008), I refer to the initial, underlying theory as the 'underpinning theory'. I refer to the hypotheses that specify the underpinning theory as the 'Programme Theories'.

2.7.iv The importance of context

All programmes are embedded in social systems and the entire system affects how the programme operates (Pawson, 2006). At Willow Park School the behaviour policy is implemented by people, who do so according to their own interpretation and reasoning.

Figure 2.2 The realist evaluation cycle (from Pawson and Tilley, 1997, p 85)



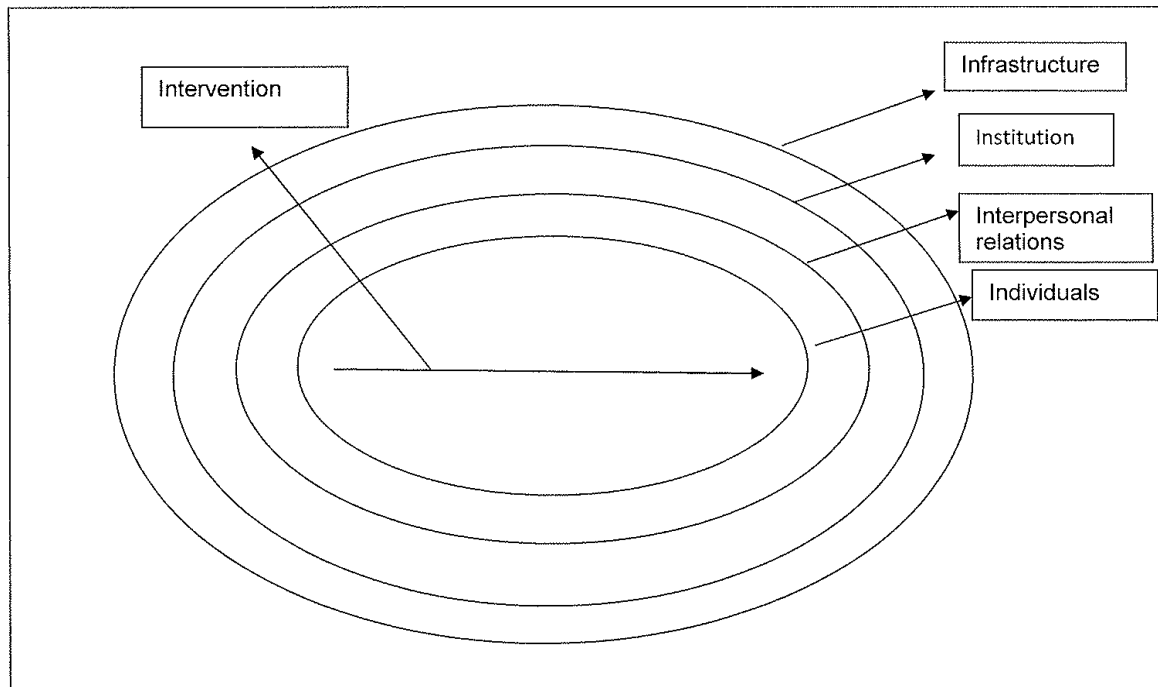
They act within the context of the school setting, and wider social systems:

"a critical feature of all programmes is that, as they are delivered, they are embedded in social systems. It is through the workings of entire systems of social relationships that any changes in behaviours, events and social conditions are effected. Interventions are fragile creatures. Rarely, if ever, is the 'same' programme equally effective in all circumstances. The standard requirement of realist enquiry, therefore, is to heed the context and in the case of social programmes this means unravelling the different layers of social reality that make up and surround them"

(Pawson, 2006, p 30).

Pawson (2006) describes four layers of social reality shown in Figure 2.3: a model within which the data collected in the current study have been considered.

Figure 2.3 The intervention as product of its context (from Pawson, 2006, p32)



The interacting layers include the *individual* capacities of the participants, each with their own programme theory guiding their actions (in the present study school staff, parents and pupils); the *interpersonal* relationships between them (including lines of communication); the *institutional* setting (for instance the general ethos and culture in the school regarding children with SEBD and the structures and systems in place that support the implementation of the behaviour policy); and the wider *infra-structural* system (such as parental and community influences and/or complementary or competing local and national priorities).

The utility of such an ecosystemic model applied to the understanding of SEBD is discussed further in the literature review in Section 3.3.

2.8 Realist synthesis

In this process existing evidence, including relevant research and the beliefs and theories of participants involved in implementing the programme, is examined in order to extract from it CMOCs that contribute to the developing programme theory, which can then be tested (Pawson, 2006). Thus the realist approach shifts the unit of analysis from programmes to programme theories (Pawson, 2006).

Realist Evaluation is theory-driven and practically based. The aim is to create a model of how, why and when programmes work which will provide advice about how to implement the programme in novel situations. Pawson et al. (2004) suggest a realist synthesis:

“complements more established approaches to systematic review, which have been developed and used mainly for simpler interventions”

(Pawson et al., 2004, p.iv).

Where systematic reviews follow a highly specified methodology, with the aim of ensuring high reliability; a realist synthesis in comparison *“follows a more heterogeneous and iterative process, which is less amenable to prescription”* (Pawson et al., 2004), but is nevertheless rigorous. The following process of realist synthesis is suggested:

1. define the scope of the review;
 2. search for and appraise the evidence;
 3. extract and synthesise the findings; and
 4. draw conclusions and make recommendations
- (Pawson et al., 2004).

The initial stage involves using the literature to map out the broad theoretical area to be examined, and the subsequent search for evidence is undertaken to ‘populate’ this theoretical framework. In the current study the themes arising from the preliminary study, which represent what stakeholders believe is important for supporting SEBD at Willow Park, have guided the search for evidence. The process is inherently purposive in nature and iterative as new evidence and theory are found, and the results of the review combine theoretical thinking and empirical evidence. The complexity of interventions which “are always *dynamic complex systems thrust amidst complex systems* and relentlessly subject to negotiation, resistance, adaptation, leak and borrow, bloom and fade and so on” (Pawson et al., 2004 p 11, original emphasis) will place a limit on how much territory the reviewer can cover, a limit on the quality of information that can be retrieved and on what can be expected to be delivered in the way of recommendations.

Although Pawson et al. (2004) suggest this general set of procedural steps, no specific formula for synthesising research material is provided. The authors suggest that completing a realist synthesis relies on experience, judgement and intuition to identify the most relevant material. The findings of a realist review are fallible, but the reviewer must explain his or her choices and decision making and the developing theory is exposed to the critique of other reviewers.

2.9 Conclusion

This Chapter has demonstrated the utility of completing a review of the literature in the form of a realist synthesis by showing how such an approach allows the complexity of the context and the actions of individuals within that context to be taken into account.

In the next chapter a realist synthesis of evidence in relation to programmes that support students with SEBD is developed, following the four steps suggested by Pawson et al (2004) described in Section 2.8. CMOCs from the literature are abstracted, as part of this realist synthesis process, and a theory for promoting good behaviour and supporting students experiencing SEBD at Willow Park School developed.

CHAPTER 3: SOCIAL, EMOTIONAL AND BEHAVIOURAL DIFFICULTIES: A REALIST SYNTHESIS

3.1 Introduction

Within a Realistic Evaluation framework, the design and evaluation of a particular programme is linked to relevant theory derived from a 'realist review' of research literature (Timmins and Miller, 2007). Analysing previous research and theory development in order to abstract initial programme theories in the form of hypothesised CMOCs is an essential purpose of the literature review; the programme theory specification to be tested give direction to the design of the empirical stages of the study.

This chapter presents an overview of policy since 1944 and critically examines key developments in the conceptualisation of SEBD during this period.

3.1.i Defining the scope of the review

Thistleton (2008), who employed a Realistic Evaluation approach to evaluate a speech and language therapy programme implemented in primary schools, notes that by identifying contexts and 'good explanations' (Pawson, 2006) evidence from the literature is used directly to construct programme theories. There is an extensive literature related to SEBD, and it would be beyond the scope of this literature review to examine it all. Thistleton reports that developing programme theories when reviewing the literature can be *"a challenging task as there seemed to be an infinite number of possible explanations"* (2008, p156) but, in the case of her own research,

was guided by the 'folk theories' of the stakeholders. Those people involved in the programme will, from their own experience, have their own ideas and theories about what is likely to make the programme succeed which can be taken as a starting point.

In the current study a number of themes considered important by stakeholders for the successful application of the behaviour policy were identified in the preliminary study and summarised in Table 1.2. These identified themes have been used to guide the literature review. In addition, any findings from the literature pertinent to the research question were considered.

Following the advice of Pawson et al. (2004) outlined in Section 2.8, the first step of the realist synthesis involved defining the broad scope of the review. From an initial overview and consideration of the literature relating to SEBD, three general areas were identified as having potential to provide information relevant to the research question and which, through a critical analysis, contributed to the development of the programme theory:

- the development of policy and theory relating to SEBD;
- factors which help or hinder good behaviour and the inclusion of children experiencing SEBD in mainstream schools at the individual, classroom, school and wider community level; and
- whole school behaviour policies.

3.1.ii Searching for and appraising the evidence

The next step in the realist synthesis process described by Pawson et al. (2004) was to search and appraise the evidence related the three general areas described above. In order to do this the three databases searched were the:

- Education Resource Information Centre (ERIC);
- British Education Index (BEI); and the
- Birmingham University library catalogue and electronic library.

The search was carried out during the Spring of 2010. References regarding inclusion and behaviour policies were searched from 1990 onwards. No initial cut-off date was used in the search parameters for references relating to the theoretical and policy development of SEBD. The terms 'behavioural, emotional and social difficulties', 'BESD', 'emotional and behavioural difficulties', 'EBD', 'social, emotional and behavioural difficulties' and 'SEBD' were all entered to structure the search. At the time of writing this thesis, BESD continued to be the term used to by the Department for Education (DfE, 2011b). However, SEBD is preferred by many practitioners and authors as it emphasises the social and emotional aspects of a difficulty, rather than just the presenting behaviour. All available documents, including journal articles, text books and policy statements were included in the search. Titles of documents only were searched, except for the search terms 'behaviour policy' and 'behaviour policies'; where the abstracts were also searched. The title, and then if appropriate, the abstract for each reference was read. Items were selected on the basis of their potential contribution to the development of the programme theory and relation to the themes identified in the preliminary study. Additional references were also located in turn through the reference sections of the documents identified in the

search. In writing this thesis, later publications have also been considered and included as appropriate to ensure the review is contemporary at the time the thesis is submitted (March 2013).

Table 3.1 Literature search

Area	Search terms	Number of references	Number of references judged relevant to programme theory development
Theoretical understanding of SEBD	Behaviour	1060	18
	'social <i>and</i> emotional <i>and</i> behavioural'	58	8
	SEBD	7	1
	'Behaviour <i>and</i> theory'	2	1
	'Understanding <i>and</i> behaviour'	20	2
Inclusion of students experiencing SEBD	'Inclusion'	1935	17
	'Inclusion <i>and</i> behaviour <i>and</i> difficulties'	2	2
	'Inclusion <i>and</i> emotional <i>and</i> difficulties'	9	2
School behaviour policies	'Behaviour <i>and</i> policy'	6	5
	'Behaviour <i>and</i> policies'	2	1
	'Social <i>and</i> emotional <i>and</i> policy'	0	0

3.2 Development of policy and theory relating to SEBD

An understanding of the developing conceptualisation of SEBD over time is important, as it affects how behaviour policies are constructed and implemented. Successive changes in educational thinking, represented in an interactive development of policy and theory, influences working practices over time. A summary of policy and legislative development regarding SEBD since the 1944 Education Act (Ministry for Education, 1944) is included in Table 3.2 to provide an overview of the most significant milestones since that time.

Table 3.2 Policy and Legislation related to SEBD

Policy/legislation	Summary
1944 Education Act (Ministry for Education, 1944).	Ten categories of handicap, including 'maladjusted'. Promoted educational provision for all children where Local Education Authorities 'secure provision is made for any disability of mind or body, by providing in special school or otherwise, special educational treatment'.
Report of the Committee on Maladjusted Children (Underwood Report) (Ministry of Education, 1955)	The publication of this report lead to increase in numbers of special units for SEBD
Children and their Primary Schools (Plowden Report), (Central Advisory Council for Education, 1967)	Promoted a child centred focus with individual learning needs paramount as children develop at different rates. Was critical of 'streaming' children according to assessed ability.
The Report of the Committee of Enquiry into the Education of Handicapped Children and Young People (Warnock Committee Report) (DES, 1978)	Concept of SEN introduced. EBD was described as a learning difficulty. An 'integrative' approach was advocated (later, albeit in modified form, to be described as an 'inclusive' approach).
1981 Education Act (HMSO, 1981)	Following Warnock recommendations categories of handicap replaced by concept of SEN.
1988 Education Reform Act (HMSO, 1988)	Introduced the National Curriculum, reflecting increasing central Government control over the curriculum, followed by the introduction of national testing 'league tables' in 1992.
<i>Discipline in Schools</i> , Report of the Committee of Enquiry Chaired by Lord Elton (DES, 1989)	Reported most behaviour difficulties in schools are low level and the result of environmental influences. Recommended improving school effectiveness by developing whole school behaviour policies and improving teacher effectiveness (for instance in classroom management and communication skills).
DES Circular 23/89 " <i>Special Schools for pupils with Emotional and Behavioural Difficulties</i> " (DES, 1989b)	Reinforced importance of environmental factors in affecting student behaviour.

(Table 3.2 Policy and Legislation related to SEBD continued)	
Policy/legislation	Summary
Code of Practice on the Identification and Assessment of Special Educational Needs (DfE, 1994).	Described a continuum of SEN and appropriate provision.
UNESCO 'Salamanca Statement' (UNESCO, 1994)	Promoted inclusion: acknowledged the right of all children to be educated with their peers.
Excellence in Schools (DfEE, 1997)	Advocated inclusive approaches to education and outlined the Government's endorsement of the Salamanca statement.
The Social Exclusion Unit (Office of the Deputy Prime Minister, 2004))	Initiated in 1997 to provide strategic advice and policy analysis in an attempt to reduce exclusion
1997 Education Act (HMSO, 1997)	Schools must publish behaviour policies. LEAs must publish plans to support schools with behaviour difficulties and make provision available (such as Pupil Referral Units) to educate students 'otherwise' than at school. Home school contracts advised. Exclusion limits were increased from 15 to 45 days per term and physical restraint officially permitted.
DfEE Social Inclusion: Pupil Support (Circular 10/99)	Focused on alternatives to exclusion, such as students changing schools or being educated at an offsite base (Pupil Referral Unit) for a period of time before being reintegrated to mainstream school.
SEN Code of Practice (DfES, 2001b)	Emphasis on pupil participation, continuing emphasis on a staged approach to intervention reflecting the continuum of SEN, stronger emphasis on partnership working with parents.
Good Practice Guidelines for Learning Support Units (LSUs) (DfES, 2002)	Advocates the development of centres in schools to support students experiencing SEBD, as a part of an effective school behaviour support system.
Index for Inclusion (Booth and Ainscow, 2002)	Self-evaluation framework to support schools in increasing capacity to include children with SEN
Every Child Matters: Change for Children (DfES, 2004a)	A more holistic view of child development, expanding the responsibility of schools to meet a wider range of children's needs.
Removing Barriers to Achievement (DfES, 2004b)	Continued to promote the inclusion of children experiencing SEN and the responsibility of teachers to teach and schools to cater for children with a wide range of backgrounds and needs.
Learning Behaviour: The Report of the Practitioners' Group on School Behaviour and Discipline (The Steer	Outlined 10 areas of school practice that support the successful inclusion of children experiencing SEBD.

Report) (Steer, 2005)	
(Table 3.2 Policy and Legislation related to SEBD continued)	
Policy/legislation	Summary
Social and Emotional Aspects of Learning (SEAL) (DfES, 2005b)	Resource materials to promote and teach social, emotional and behavioural skills throughout school years. Implemented in three 'waves of intervention': the first wave at the whole-school level aimed at developing a an ethos and climate within which social and emotional skills can be effectively promoted; the second wave involving small group interventions for children requiring additional support to develop social and emotional skills; and wave three involving 1:1 intervention with children who continue to experience difficulties despite wave 1 and wave 2 implementation.
School Discipline and Pupil Behaviour Policies (DfES, 2007)	Provided advice on school behaviour policies, such as the effective use of sanctions, rewards, detentions and confiscating students' property. Emphasises students' 'rights and responsibilities'.
Inclusion Development Programme: Supporting Pupils with Behavioural, Emotional and Social Difficulties (DfE, 2010c)	Supports the principles of SEAL and provides practitioners with additional resources to support students experiencing SEBD.
SEN Green Paper: Support and Aspiration: A New Approach to Special Educational Needs and Disability (DfE, 2011).	Advocates understanding the 'root causes' of SEBD and differentiates 'within child' and 'within home' factors. Differentiates disability from SEN, with SEBD no longer framed as SEN.

Table 3.2 indicates, through the number of initiatives, the significant amount of attention SEBD draws from policy makers. These policy developments are discussed selectively below in terms of importance and relevance in developing theory-based understanding of SEBD.

Children experiencing what are now termed social, emotional and behavioural difficulties were first formally recognised in the 1944 Education Act (Ministry of Education, 1944) as a category of 'handicapped' pupils termed 'maladjusted'.

Such maladjusted children were described as:

“pupils who show evidence of psychological disturbance or emotional instability and who require special educational treatment in order to affect their personal, social or educational readjustment”

(Ministry of Education, 1953, quoted from Laslett, 1998 p 7).

Such an approach to SEBD was based on medical and psychiatric models, involving diagnosing and labelling difficulties and then employing therapeutic methods selected on the basis of the diagnosis (Ellis and Tod, 2009). ‘Maladjusted’ children were often identified by child psychiatrists, who tended to perceive maladjustment as a result of an underlying condition that needed to be ‘treated’. The logical response to this understanding of SEBD included removing the child from the mainstream school for interventions, for instance by attending for therapy within a Child Guidance Centre and/or transferring to a special school or ‘adjustment unit’. Advice to teachers tended to be based on special educational treatments such as therapies to help children with their personal and social difficulties; such therapies were typically provided to children away from the learning context of the classroom, with an associated view that the difficulties needed to be dealt with before educational needs could be addressed. As a result a dichotomy developed between therapy and education, with teachers often feeling unable to provide the special educational treatments necessary to support children experiencing SEBD (Laslett, 1998).

The Underwood Committee Report (Ministry of Education, 1955) developed the view that maladjustment was not purely a medical condition, but rather a term describing a child’s relation at a particular time to the people and circumstances around them (Cole, Visser and Upton, 1998). This more flexible conceptualisation of maladjusted children viewed them as experiencing a range of difficulties, including anxiety,

psychotic disorders and educational difficulties in part as a response to the situation in which they found themselves. The Underwood Report recommended careful matching between a child's difficulties and special educational provision, and as a result during the 1960s and 1970s there was a considerable growth in the number and variety of special schools for children experiencing SEBD (Cole et al., 1998).

During the 1970s there were strong criticisms of the post-war conceptualisation of maladjustment, which has been termed a 'medical model', and a model with an increasingly educational focus developed (Laslett, 1998). Following the publication of the Warnock Committee Report (DES, 1978) and the ensuing 1981 Education Act (HMSO, 1981) emotional and behavioural difficulties came to be redefined as a 'special educational need' (SEN). Conceptualising SEBD as an educational need led to an increased focus on the educational responses necessary to support children experiencing SEBD. The Warnock Report promoted the right of children with SEN to be integrated in mainstream schools, and suggested three levels of integration:

- locational integration, where children with SEN are educated on the same site as mainstream children;
- social integration, involving children playing together during break and lunchtimes; and
- functional integration, where all children are educated together, regardless of their difficulties.

Although the Warnock Report represented a significant step forward in the conceptualisation of SEBD, there were a number of caveats in the report. These

included the proviso that the integration of students with SEN should not adversely affect the learning of others, and this applies particularly to students experiencing SEBD. SEBD frequently present a greater challenge to educational systems than other SEN; for example a child with physical difficulties will more easily have their needs met through additional resources and physical modifications to the school building. Distinctly, due to the inherent nature of the difficulties they are experiencing, it is very likely that children experiencing SEBD will have an impact on the learning of other children (Tomlinson, 1982). Indeed, at Willow Park School a specific concern expressed during the preliminary study by members of staff and parents/carers regarding SEBD is the effect such difficulties can have on the educational progress made by the child experiencing them, and also on the other children who are present in the classroom.

With the developing educational model of SEN the concept of integration developed into that of 'inclusion' during the 1980s. This was a significant change in approach to SEBD. 'Integration' suggests a child with SEN needs to reach a certain threshold or level of ability or behaviour before the possibility of including them in a mainstream setting is considered. A child experiencing SEBD would have to attain a level of sufficient self-management or control to be able to attend a mainstream school. 'Inclusion' suggests mainstream settings should adapt themselves in order to include any child with SEN, regardless of the nature or extent of their difficulties (Ellis and Tod, 2009).

This concept of SEN implies a more mutual relationship between student and school in which the child has difficulty accessing the curriculum and similarly the school has

difficulty delivering the curriculum to the child. DES Circular 23/89 *“Special Schools for pupils with Emotional and Behavioural Difficulties”* (DES, 1989) states:

“EBD are manifest in many different forms and severity of behaviour. Children with these difficulties exhibit unusual problems of adaption to a range of physical, social and personal situations”

(DES 1989, p9).

This more interactional model, in which SEBD are conceptualised as arising from interactions between the child and their environment, was supported by the concurrent development of ecological and systemic models of psychology (Bronfenbrenner, 1979; Cooper and Upton, 1990), discussed further in section 3.3. Such models, which consider the mutual interactions between organisational structures and individuals operating within the organisation, developed alongside the growth of the ‘school effectiveness’ movement (Ellis and Tod, 2009). Research reported in *Fifteen Thousand Hours* (Rutter et al., 1979) provided strong evidence that different schools have differing effects on children. Rutter et al. examined 12 secondary schools with similar catchments and found significant differences in behaviour and attainment between the schools, which were attributed to school-based factors. These findings led to an increase in research aimed at identifying effective practice in schools (for example, Mortimore et al., 1988), the findings from which were incorporated in subsequent policy documents.

Reflecting the development of the school effectiveness movement, the government report *Discipline in Schools* (DES, 1989), also known as the Elton Report, emphasised the active role schools have in supporting students experiencing SEBD:

“most researchers now agree that some schools are more effective than others in promoting good work and behaviour. The message to heads and teachers is clear. It is they that have the power through their own efforts to improve standards of work and behaviour and the life chances of their pupils”

(DES, 1989, p 88).

The report emphasised the importance of context, concluding that effective schools establish an approach to behaviour management at the whole-school level, based on a shared positive school ethos: *“the most effective schools seem to be those that have created a positive atmosphere based on a sense of community and shared values”* (DES, 1989, p13).

The Code of Practice for Special Educational Needs (DfE, 1994), highlighted a *“continuum of needs and provision”* for children experiencing SEN. The Salamanca Statement, published in the same year, (UNESCO, 1994) promoted the inclusion of children with SEN in mainstream settings, and provided impetus to inclusive policy development. *Excellence for all Children* (DfEE, 1997) formally endorsed the Salamanca Statement and promoted *“the mainstream inclusion of children with SEN in mainstream schooling wherever possible”* (DfEE, 1997, p5).

The Social Exclusion Unit, set up in 1997, represented a direct governmental attempt to reduce the exclusion of vulnerable groups throughout society, including those experiencing SEBD. The Unit published over 50 reports in a variety of areas of social policy.

The SEN Code of Practice was revised in 2001 (DfES, 2001b), defining SEN, including SEBD, specifically as a learning difficulty which results in the child *“having a significantly greater difficulty in learning than the majority of children of the same age”* (DfES, 2001b, p6). The 2001 Code describes children experiencing SEBD as:

“children and young people who demonstrate features of emotional and behavioural difficulties, who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration; those with immature social

skills; and those presenting challenging behaviours arising from other complex special needs”

(DfES, 2001b, p87).

This conceptualisation of SEBD as a learning difficulty implied that students could learn and develop social, emotional and behavioural skills if taught them directly in schools, placing greater responsibility on schools and teachers to identify, target and support such difficulties.

In line with this understanding of SEBD the *Index for Inclusion* (Booth and Ainscow, 2002) was published to support the ability of school staff to include students with SEN through an ongoing process of self-evaluation and development of teaching practice and organisational structure.

The publication *Removing Barriers to Achievement* (DfES 2004b) further emphasised the importance of contextual factors affecting children in school, for instance the effects of being a child ‘looked after’ by the Local Authority.

Removing Barriers to Achievement continued to reflect the principles of inclusion and the responsibilities of schools and teaching staff with the strong statement that:

“all teachers should expect to teach children with special educational needs (SEN) and all schools should play their part in educating children from their local community, whatever their background or ability”

(DfES, 2004b, p 5).

The publication of The Children Act (HMSO, 2004) and the associated policy document *Every Child Matters: Change for Children* (DfES, 2004a) continued government policy aimed at reducing social exclusion through promoting multi-

agency working between Health, Social Care and Education services. The *Every Child Matters* policy developed the view that schools are important vehicles for promoting the overall development of children, including social, emotional and behavioural development. To this end the policy describes five desirable outcomes for children that should be the focus for all those who work with children: be healthy; stay safe; enjoy and achieve; make a positive contribution and achieve economic well being. Rather than solely a focus on educational attainments, the five outcomes encourage schools to consider children's development in a more holistic manner. The outcomes have been incorporated into the Ofsted framework for inspection of schools.

A set of resource materials, the 'social and emotional aspects of learning' (SEAL) (DfES, 2005b) include a curriculum framework for teaching social and emotional skills throughout a child's school years. Ellis and Tod (2009) note, in terms of policy development, the publication of resources such as SEAL reflects a continued shift from an emphasis on adult control of student behaviour, to the explicit teaching of social, emotional and behavioural skills to children, with an associated acknowledgement of the importance of such skills, in addition to cognitive skills, in supporting a child's capacity to learn.

A module entitled *Supporting Pupils with Behavioural, Emotional and Social Difficulties* is now included in the Inclusion Development Programme (DfE 2010c). This resource provides additional teaching materials that support the SEAL programme's aim of developing children's social, emotional and behavioural skills.

The SEN Green paper *Support and Aspiration: A New Approach to Special Educational Needs and Disability* (DfE, 2011), continues to focus on increased joint working between agencies and proposes that a joint assessment of children's SEN is completed by Health, Social Care and Education services. The Green Paper notes that approximately a quarter of young people at School Action Plus on the SEN Code of Practice (DfES, 2001b) and 14 per cent of pupils with Statements of SEN have a behavioural, emotional or social difficulty as a primary need. The Green paper notes some potential effects of SEBD on other children with SEN:

"the behaviour of other children can cause distress to disabled pupils and pupils with SEN. Disabled children and children with SEN are more likely to experience bullying than their peers and evidence suggests that the incidence of bullying for this group is increasing"

(Section 3.51, DfE, 2011).

The Green paper also advocates differentiating the causes of SEBD between those caused by a learning difficulty (for instance as a result of underlying communication difficulties) resulting in difficulties accessing the curriculum and frustration, and those resulting from difficulties in the child's home background. The Green paper recommends that, although difficult, *"Identifying the root causes of behavioural issues"* (Section 3.5, DfE 2011) is an important undertaking.

Thus, since the 1940s there has been a development of the understanding of SEBD from a child-focused, medical view of the difficulties to a more contextual and interactional understanding within which schools and school staff are seen as affecting the overall development of children through the actions they take. Understanding this complex, interactive nature of SEBD is viewed as important in order for helpful responses to be put in place.

However, identifying and understanding the various and interacting factors involved in SEBD is not a straight-forward task. A range of theoretical models and approaches seeking to explain SEBD have developed alongside (and have influenced) the policy developments described in this section. Approaches to understanding and responding to SEBD are considered in the next section, with a focus on two influential models, behaviourist and systemic approaches. The rationale for the choice of these models is explained in Section 3.3.

3.3 Theoretical approaches to SEBD

Developing theoretical understanding of SEBD is closely linked with policy development (Cooper et al., 1994). As noted in Section 3.2, early concepts such as 'maladjustment' led to an understanding of difficulties based at the individual child level, in which the cause of the SEBD was 'diagnosed' and a treatment option recommended. However, there has been a development in the situational understanding of SEBD within the context in which the difficulties are expressed.

Cooper (1999) notes responses to SEBD have been informed by a number of theoretical orientations including psycho-dynamic, behaviourist, cognitive, humanist and systems approaches. Cooper (1999) argues that this wide range of perspectives, which give rise to a range of ways of understanding and responding to SEBD, is positive in that it allows for a variety of responses to a diversity of difficulties associated with SEBD.

Jones (2003), however, is more critical, arguing that this variety of approaches

has become inevitable because in fact a clear conceptual framework within which to understand SEBD has not been developed:

“what has emerged could be likened to an intuitive working model (i.e. a set of principles regarding pupil support). It is not a conceptual model on par with psychological or sociological models, for it does not ‘frame’ the phenomena in question in some understanding of human nature”

(Jones, 2003, p 155).

The following sub-sections consider two models within which SEBD can be interpreted; behavioural and systemic approaches. These approaches have been selected particularly as a part of this literature review as, in line with the policy developments discussed in Section 3.2, they offer potential for considering contextual and situational factors related to SEBD. That is not to say that other approaches may not be able to contribute to theory development of the behaviour policy at Willow Park. However, concepts from behavioural psychology have been pervasively applied within schools (Cooper, 1999) and the behaviour policy at Willow Park draws most significantly from a behaviourist understanding of SEBD. In addition, the research brief agreed between me and the SLT was to evaluate the behaviour policy at the whole school system level. As such, systemic approaches that can offer a framework for developing a theory of behaviour at the whole school and wider community level (Copper and Upton, 1990) appeared to be the most relevant framework from which to consider the research question.

3.3.i Behavioural approach

The development from a medical to a more educational and psychologically-based model of SEBD, as described in Section 3.2, was partly the result of the development of behaviour modification techniques.

For educational psychologists, behaviourism, with its emphasis on how behaviour is learned and maintained, offered techniques that could be offered to teachers to use within the classroom. This approach, founded on the idea that all behaviour (whether good or bad) occurs because it is 'reinforced' (whether intentionally or not), has tended to be the dominant model employed for understanding and approaching SEBD (Cooper, Smith and Upton, 1994).

Early 'stimulus – response' behavioural modification techniques were based on experiments that involved 'conditioning' animals (Pavlov, 1927). For example, a stimulus such as a buzzer that is followed by a reward such as food, conditions an animal to expect food when they hear the buzzer. The stimulus prompts the behaviour which is modified through this process and the animal learns that the buzzer means food. A classroom based example is the class "signal for attention", in which the teacher uses a stimulus known to the children (such as a clap or use of a musical shaker), to which children are expected to stop any activity and listen to the teacher. Appropriate responses to the signal for attention can then be positively reinforced.

In a development of this 'classical conditioning', Skinner (1953, 1971) differentiates learning which results from a stimulus and learning which occurs as a result of the consequences of a behaviour, or 'operant conditioning'. That is, a particular behaviour is more likely to be repeated if something pleasant follows it and less likely to be repeated if something unpleasant follows it. Skinner (1971) demonstrated experimentally that learning happens more quickly when established through reliable contingent reinforcement and is maintained effectively through intermittent

reinforcement. In Realistic Evaluation terms, if the mechanism (the provision of a reward) is intermittent it is more effective than it would be within a context where it is consistently related to a particular behaviour.

There are many approaches based on behaviour modification ideas. For example, Applied Behaviour Analysis (ABA) (Baer, Wolf and Risley, 1968) has been employed to change behaviours in a variety of areas including seat belt use (Van Houten et al., 2005) and improving performance in sports (Brobst and Ward, 2002). ABA has been used as a framework to improve classroom management in training packages such as 'BATPACK' (Behavioural Approach to Teaching Package) (Wheldall and Merrett, 1985). This approach reflects the behaviourist tenet that behaviour is learned through an individual's interaction with the environment and that behaviour tends to be repeated if the outcome is rewarding (and repeated less if the outcome is unrewarding). Thus learning results in a change in observable behaviour and is context dependent in that an individual learns in which contexts particular behaviours are acceptable through the feedback received. This approach focuses on making appropriate and expected behaviours explicit, on observing and pin-pointing behaviours closely, carefully managing antecedent conditions and using praise and deliberate ignoring to modify behaviours. Ignoring, as a form of timeout from reinforcement, is used specifically as a strategy to 'extinguish' unwanted behaviour (Arkand, 1997).

Another approach, Functional Behavioural Analysis, seeks to assess a behaviour that has been targeted for change in a systematic manner in terms of the function, or purpose a particular behaviour serves for a person within the environment, through

identifying the benefits the behaviour provides to the individual and environmental factors that act to maintain the behaviour. This is done by close observation of the behaviour, including the frequency, duration, and intensity of the behaviour and the associated antecedents and consequences. The condition under which the behaviour occurs most frequently suggests the function, but if this is not evident contextual factors (such as the antecedent or consequence of the behaviour) are manipulated separately and the effects on the frequency, duration and intensity of the behaviour observed. A plan to modify behaviour is drawn up in the light of these observations (Noell et al., 2001).

The Assertive Discipline approach (Canter and Canter, 1976) advocates an approach to classroom management in which the expected behaviours are clearly articulated to children in the form of rules, which are taught and reinforced through the use of praise and rewards, augmented by sanctions if necessary. This approach has been widely adopted in schools and by Local Authorities (Bush and Hill, 1993).

In Realistic Evaluation terms, the behavioural approach of modifying behaviour through manipulating the antecedent conditions or the consequences for the child can be seen as manipulating mechanisms operating within contexts. Antecedents can be managed to reduce the likelihood of undesired behaviour being triggered in the first place. Manipulating what happens after a specific behaviour, either through sanctions or positive reward can affect the likelihood of the behaviour recurring (Provis, 1992).

As the behavioural model asserts behaviour results from interactions that take place within the classroom, removing a child to a different environment for therapy would be unlikely to be effective in supporting a change in classroom behaviour. When the child returns to the classroom s/he is being returned to the same environmental conditions which initially produced the behaviour. Rather, the child's behaviour is modified within the usual environment through the use of rewards and sanctions so that appropriate and acceptable behaviours are more likely to result. Such techniques, which are relatively straightforward to use (although maintaining the consistency of approach required can be difficult) can be extended to the home setting, providing pro-active strategies that parents can use, for example as incorporated in the 'Incredible Years' Parenting Programme (Webster-Stratton, 1992). This is an interactive, ecological approach within which expected behaviours, rewards and sanctions are clearly stated. Research in this area indicates positive reinforcement is more effective than the use of sanctions in modifying behaviour, rewards need to be closely contingent with the target behaviour, and they tend to work more effectively in the short term (Brophy, 1981). The appropriate use of rewards and sanctions has also been shown to have a positive effect on the motivation, satisfaction and feelings of equity of other members of the group (O'Reillys and Puffer, 1989), which is a positive effect on the wider context of the classroom.

The behaviour policy for Willow Park School draws significantly on this broad model of behaviour management and interpretation of and responses to SEBD. The policy includes clearly articulated expectations for behaviour (see Table 3.3, page 85), and associated rewards (such as verbal praise and merit marks) and sanctions (such as being placed on report or detention). The expected behaviours are codified in the

‘School Laws’ and ‘Classroom Routines’, and include behaviours such as “All students to walk around the school corridors on the left-hand side”, and “When a teacher or student is talking to the class, all students will be attentive and silent”. A list of strategies, which can be considered as mechanisms, believed to be effective for rewarding good behaviour is included in the policy. These mechanisms include verbal thanks and praise, merit marks, positive comments in a student’s book, certificates, home contact via the student’s planner, letters sent home to parents, displays of students’ work and ‘Celebration Assemblies’. A hierarchy of sanctions is also articulated which progress from verbal warnings, comments to parents in the student’s planner, detentions, and being placed ‘on report’ to internal exclusions (where the student is taught away from the mainstream class) and external exclusions (where the child has to stay at home).

Thus, a behaviourist framework posits a child’s social, emotional and behavioural development is conditioned by the environment and implies the educational environment should be controlled to produce good outcomes for children. If a child is experiencing SEBD appropriate modifications to the environment should be made in school. It is important to note, however, that a behavioural methodological approach to modifying behaviour, which draws significantly on controlled pre-test- post-test research designs (for example Brobst and Ward, 2002), may have unintended consequences when translated into a real world setting. Within a complex social context, such as Willow Park, reinforcement contingencies described in the behaviour policy will not necessarily be under tight control nor will they be implemented consistently by different stakeholders. In addition, factors that are reinforcing to one child may well be unrewarding to another, for instance depending on the child’s own

motivations or aspects of their personality. There is also the potential for incidental reinforcers that inadvertently serve to teach or maintain undesirable behaviours.

In part to address such concerns behavioural approaches have increasingly focused on antecedents as well as consequences of behaviour, that is “setting events” (Bull and Solity, 1987) such as seating plans, or the size and mix of students in a class. The influence and importance of such contextual effects, and a potential model for including these effectively in an understanding of SEBD, is discussed further in Section 3.3.ii below.

3.3.ii Systemic approaches

Systemic theories regarding human behaviour are based on the idea that behaviour is essentially social in nature and is a function of the ‘system’ a person operates within:

“human beings exist within a social web, rather like a biological ecosystem, in which the individual’s behaviour and development is both constrained by, and a constraining force upon, the behaviour and development of others with whom s/he interacts”

(Cooper et al., p 88, 1994).

Like behavioural psychology, this approach explicitly aims to take into account the environment within which behaviour occurs, but seeks to broaden this contextual understanding. A number of writers, for example Thomas (1992) and Secord (1986), argue that the dominance of behavioural psychology and associated claims of scientific rigour have placed limits on the contextual understanding of behaviour, because *“it is unreasonable to expect that the methods and findings of ‘pure’ psychology should slide effortlessly into the messy real world where variables can be neither controlled or eliminated”* (Thomas, 1992, p 51). Thomas suggests ideas

generated from outcome research involving controlled trials cannot be applied in practice without some form of interpretation and 'contextualisation' by practitioners, which accords with the realist view that practitioners interpret and implement programmes in a manner that is not always foreseen by programme makers (Pawson, 2006). In addition to a focus on contextualisation, a systemic view necessitates a wider consideration of the situation within which a programme is being implemented, as the environment is seen as a critical variable in determining both behaviour and the implementation of the programme. As with behaviourism SEBD is not seen as solely originating in individual students, but rather from an interaction between students and school staff, but the contextual 'setting' conditions are brought more clearly into view.

From a systemic point of view SEBD are seen to arise from a circular chain of (malfunctioning) interactions, rather than the more linear cause and effect model described by behavioural approaches. As well as the child being influenced by the environment, the systemic approach acknowledges that the child in turn influences the environment:

"in a systems approach, causal factors are not related to supposed unconscious processes, or to dysfunctional social perceptions and thinking, or to the learning of unsuitable behaviour. They are considered to be part of the cycle of interactions that takes place within the school and the home and between the two systems. The notion of direct linear cause is therefore challenged"
(Farrell, 2006, p. 20).

Systemic understanding of human behaviour developed from 'General Systems Theory' (Von Bertalanffy, 1968). This approach draws into focus the interconnectedness between elements in a particular system and the interconnectedness between systems. When applied to the social world, social

systems include any grouping where people interact, such as schools and families. Systemic thinking was first applied at the family level through the development of family therapy (Bateson et al., 1956), in which the behaviour of an individual family member is not considered independently, but rather within the context of family interactions as a whole. Developments of systemic thinking: ecosystemic, ecological and bioecological models, are discussed respectively in Sections 3.3.iii and 3.3.iv below.

3.3.iii Ecosystemic approach

An ecosystemic model, a direct development from family systems models and their application in family therapy (for example Burnham, 1986; and Haley and Richeport-Haley, 2004) emphasises the importance of interactional processes between people in developing and maintaining behaviour. People live in a social web in which behaviour both affects, and is affected by, the behaviour of others. Cooper and Upton note:

“from an ecosystemic viewpoint, human behaviour is the product of ongoing interaction between environmental influences and internal motivations which derive from prior (mainly social) experience”

(2004, p 330).

Social experiences that can affect internal motivations include the human need for personal recognition and social belonging. Such factors mean that a proportion of an individual's needs are often subordinated to those of the group. The maintenance of the group can override the individual needs of the group members, which can sometimes result in inappropriate behaviours. For example, there may be self-regulating aspects of dysfunctional individual behaviour in the context of a school

system. In this way aspects of the school system may actually create and sustain poor behaviour: aspects of a behaviour policy may unintentionally make compliance more difficult.

Central to the ecosystemic view is the individual's understanding and perspective on a given situation (Molnar and Lindquist, 1989). Often, situations can be interpreted in different ways. If the interpretation changes the behaviour can change, and this in turn can influence the perceptions and behaviours of others. For example, a student may disrupt in class because they believe the work set is too difficult. The student can protect his self esteem by messing around, indicating the lesson or teacher is at fault and thereby supporting his self esteem. However, if the teacher is able to take responsibility for providing work that is inappropriate for the student, his self esteem is protected and the behaviour can change.

Argyle (1983) suggests student – teacher relationships can be based on competition for the dominant position and that this can result in a spiral of increasing threats from the teacher met with refusals to comply from the student. Such sequences of interactions contribute to the continuation of the problem, which becomes cyclical in nature rather than linear. However, if the teacher is able to understand the student's behaviour in a different way (in this case, as a need for recognition or request for help, rather than a challenge to the teacher's authority) then a different response can be made, which will in turn alter the student's behaviour.

Cooper and Upton (1990) argue that any ecosystem can be entered at a number of different levels. In the case of schools this could be at the whole school level, the classroom level or at the level of interactions between individual student and teacher dyads. At the whole school level the work of Rutter et al. (1979), indicates school

ethos has a significant effect on student behaviours such as truancy and disruptive behaviour.

Without this broader, contextual view of SEBD emphasis can be placed on controlling 'the problem' (Graham, 2008): for example, an emphasis on rewards and sanctions, or education at an off-school site unit, rather than a focus on what the child actually needs in their current setting for them to make educational progress. The focus can be on narrow strategies such as anger management, rather than more holistically on the child and their learning needs and analysis of how the environment may thwart or facilitate the realisation of these needs (Head, 2005). That is not to say such individual interventions do not have a place in supporting students with SEBD, but Cooper (2007) suggests there is a growing agreement that explanations of SEBD which acknowledge the contextual effects of interactions between the child, family, school and wider environment have considerably more to offer than a more child focused view, or a narrow focus on the immediate setting conditions for, or consequences of specific acts of behaviour.

As the focus shifts from seeking explanations for student behaviour 'within' the student, or the immediate antecedents and consequences, to seeking explanations for SEBD in the systems and relationships around the child, the term SEBD itself is called into question, in that the term implies a presumption that the difficulty lies with the child. The language used to describe SEBD is important because it shapes beliefs about it as well as the practical responses to it described in behaviour policies (Mowat, 2009). Describing a child as 'having SEBD' can inevitably lead to a focus on the individual child at the expense of a consideration of contextual influences. In this thesis children are referred to as 'experiencing SEBD' to indicate SEBD are not something I consider to be inherent in children's nature. The SEN Green Paper

released during the lifespan of the current study (DfE, 2011a), notes that the term 'behavioural, emotional and social difficulties' may put too great an emphasis on the presenting behaviour, and advocates that *"any assessments of children displaying challenging behaviour, by any professional, identify the root causes of the behaviour rather than focus on the symptoms"* (DfE, 2011a, 3.53).

3.3.iv Ecological and bioecological model

Bronfenbrenner (1979, 1995) has contributed significantly to the development of an integration of ecological and systems thinking. In the *Ecology of Human Behaviour* (1979) he noted a lack of consideration of the role of contextual effects on children's development. Bronfenbrenner's original model, "Ecological Systems Theory" (Bronfenbrenner, 1979), includes four layers of ecological systems that interact with the individual: the micro-, meso-, exo- and macrosystems.

Bronfenbrenner's model emphasises the importance of interactions between children and adults within their environment, and also the importance of the wider environment such as the community in which they live. In this model the micro-system refers to interactions within the immediate environment within which the child is situated, such as friends, school or family. As well as being influenced by the people in the micro-system, the child also actively contributes to the construction of this environment.

The relationship between microsystems, such as how the family relates to the school, is termed the mesosystem. For example, both families and schools have rules and a particular culture and belief systems which will influence how each views the other. When the culture and belief systems between micro-systems are more congruent, children can function more successfully (Dowling and Osborne, 1994).

The exosystem relates to settings where an individual is not directly involved, but where a link is made by somebody close to them. For instance, parental experience at work may have an indirect effect on the child at home.

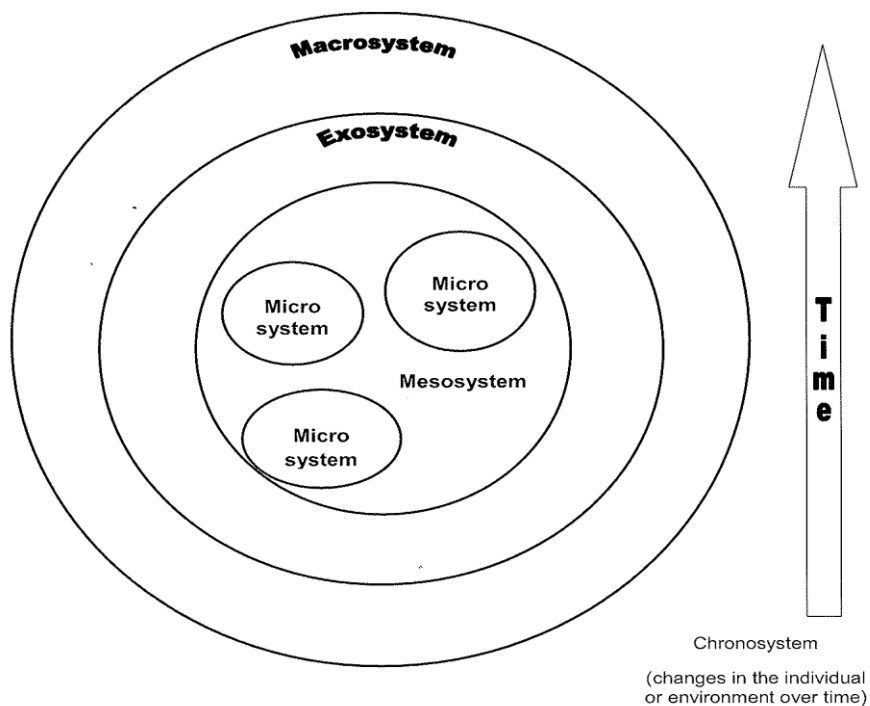
At a broader level again, the macrosystem is the outer-most layer of the model. It refers to the culture and belief systems within which the child lives: for instance the cultural view of the importance of obedience to societal norms versus valuing independent action and challenge to the status quo. The macrosystem influences how the systems within it are formed, and the norms and rules governing interactions and self-presentation within each.

Bronfenbrenner (1995) continued to develop this model with an increased focus on the interplay between an individual's development and their environment. This developed model is referred to as the 'Bio-ecological Systems Theory', and highlights the importance of the interaction of the child's biology and maturation with developing environmental influences. To represent such on-going temporal effects, Bronfenbrenner (1995) added the concept of the chronosystem to the model. The chronosystem refers to how the person and the environment change over time, for example the effects of the socio-historical circumstances within which the person lives, and the effect of transitions over time (such as parental divorce or of maturational effects as the child grows older). This model is represented in Figure 3.1.

Within this model, Bronfenbrenner distinguishes 'proximal processes' as the primary mechanism of development. These are interactions between the individual and the environment that take place regularly over extended periods of time. The effect of proximal processes on development is influenced by the biology of the individual

(such as age, gender, physical appearance, temperament, motivation and persistence), and the characteristics of the environment (the relative influence of these depending on the immediacy to the individual).

Figure 3.1 Bio-ecological model (Bronfenbrenner, 1995)



Bronfenbrenner advocates a “discovery mode” of research design that investigates the interactions between proximal processes and the person and environment over time (Bronfenbrenner, 2005). This model implies that development should be studied in natural settings where children are interacting with familiar adults over long periods of time, rather than controlled situations where behaviour is unlikely to be natural. Bronfenbrenner suggests that only naturalistic observation provides the opportunity for unexpected influences on behaviour to be observed as well as the dynamic interaction between variables, which may be complex in nature.

Bozic and Crossland (2012) employ a Realistic approach to the evaluation of a Local Authority induction programme for new employees. RE was chosen as an appropriate model because of the researchers' aim to: *"not only assess outcomes of the common induction programme, but also to develop a better understanding of the necessary conditions for its success"* (p 7). That is, RE is a framework that has the potential to support a bio-ecological analysis of SEBD.

The Willow Park behaviour policy to an extent can be viewed as reflecting an ecosystemic model of SEBD. For example, the policy includes a number of expectations for behaviour at the school, staff, parent and student level that are believed to impact and influence the overall school ethos (Table 3.3).

Actions, or mechanisms, to be carried out by stakeholders are also clearly articulated. In addition, the behaviour policy describes expectations for behaviour at the school level (for example, that students should wear school uniform at all times unless otherwise directed), and at the classroom level (for example, when a teacher or student is talking all students will be attentive and silent).

Jones (2003) suggests that the conceptualisation of SEBD as a SEN, discussed in Section 3.2, created opportunities (particularly for educational psychologists) to develop a conceptual framework of SEBD based on a bio-ecological model. However, Jones argues that this opportunity has not been fully realised, and that this model has had little impact on policy because the SEN Code of Practice (DfES, 2001b) has continued to require the identification of pupils 'with SEBD' for resource allocation. LAs undertaking assessments of SEN are required to categorise children according to whether they have SEBD or not. This identification and labelling at the individual level is at odds with a systems level understanding of SEBD.

Table 3.3 Extract from Willow Park behaviour policy

The ethos of the school is to encourage everyone to be:

- Considerate (treat everyone as an individual with equal rights)
- Polite and helpful at all times
- Co-operative
- Hardworking (doing our best)
- Honest about everything (and willing to give explanations)
- Responsible for our actions

To bring this about:

Staff should try to:

- Prepare appropriate work for all students
- Explain the purpose behind what is being done
- Allow students to be actively involved in their own learning
- Recognise and encourage effort and achievement
- Monitor students' work regularly and give feedback
- Arrive on time, keep order and be fair

Parents should try to:

- Make sure students come to school on time and contact the school about absences or lateness
- Ensure homework is completed and check planners and school letters
- Make sure students have correct uniform and equipment
- Support the discipline of the school
- Be involved by attending parents' evening and information evening

Students should be encouraged to:

- Arrive on time and be attentive
- Keep to the school uniform and look smart
- Bring all appropriate equipment
- Record homework and keep to deadlines
- Ask for help and be prepared to wait for it
- Accept advice and guidance
- Listen to and follow instructions
- Behave sensibly and safely on the way to and from, as well as at, school
- Take care of the school environment

Jones (2003) argues that, although the model of SEBD as SEN is still legally in force, SEBD is in practice often understood as 'disorderly behaviour or disaffection'. Tension exists between the 'SEBD as SEN' model which focuses on the rights of the child experiencing SEBD to the same quality education to be provided by the school or Local Authority as to their peers, and the 'disaffection' model of SEBD which emphasises the duty of the school to create a quality learning environment, which may necessitate the removal of children experiencing SEBD. Within the latter interpretation the goal of intervention is "*the inculcation of disaffected individuals into the social-moral order of the school*" (Jones, 2003, p. 148). To this end children may be removed to off-site provision such as Pupil Referral Units or on-site units such as Learning Support Units to be 'rehabilitated'.

Jones (2003) argues that there is a continued role for EPs, not just to select approaches from the available models of SEBD, but to develop an ecological framework for understanding which considers SEBD as a psychosocial difficulty presenting within, and arising from, the demands of an educational system. The current study conforms strongly to this situated ecological perspective for purposes of explicating CMOCs, with behavioural psychology included within this in providing explanatory mechanisms linking microsystemic influences on the learning, behaviour and development of children and young people.

In summary, this analysis of policy and theory development relating to SEBD indicates a development from a view of SEBD as inherently a child's problem to be treated, to a more contextual view in which a child learns to function and act as a result of their interactions with the different environments in which they live.

Synthesising the literature on the conceptual and policy development of SEBD, a possible programme theory can be developed (following Timmins and Miller, 2007):

A behaviour policy which is able to promote good behaviour and support students experiencing SEBD (O) will take into account the effect that the systems, ethos and culture of the school (C) have on the programme stakeholders. The behaviour policy will be successful when the stakeholders sign up to the policy and implement the programme as it is intended (M).

3.4 Factors affecting SEBD

The previous section identified the role and importance of the ecosystemic interactions between school staff, parents and students in the implementation of a behaviour policy. Research findings relating to these three stakeholder groups are considered in turn in Sections 3.4.i, 3.4.ii and 3.4.iii.

3.4.i Teachers and SEBD

There is evidence that teachers vary considerably in how able they are in supporting students with SEBD. For instance, Wheldall, Houghton and Merrett (1989) report that on task behaviour of students varies across a range of contextual factors such as year groups, subjects and teachers. The amount of positive verbal feedback given by different teachers was found to be related to these observed differences. When teachers increase the quality and quantity of positive feedback to pupils in mainstream schools there is a contingent improvement in behaviour (Swinson and Cording, 2002; Wheldall et al., 1989).

In terms of belief in ability to affect the behaviour of children, the NFER Teacher Voice Omnibus Survey (NFER, 2008) gained the views of 1,400 primary and

secondary teachers. 83% of primary teachers agreed they could promote positive pupil behaviour through developing pupils' social and emotional skills, compared with 70% of secondary teachers.

Miller (1996) reports, from a survey of teachers' views, that 45.6% ascribed the origins of behaviour difficulties to 'within' child factors and 32.5% to the role of parents. Combined, 78.1% of the causes of behaviour difficulties were ascribed by teachers to the home or within child factors. Such attribution of the causes of SEBD is important because if teachers believe a large proportion of children's behaviour is not within their control this would support a view that specialist skills or provision are necessary to teach children experiencing SEBD.

Haydn (2007), who interviewed around 100 teachers, reports that teachers stressed the importance of a context where senior staff are seen to be 'leading from the front', through mechanisms such as modelling positive interactions with students and being willing to expose themselves to difficult situations. If senior staff were seen to turn a blind eye to incidents, then teaching staff did not feel they, in turn, would be supported in challenging poor behaviour. Teachers felt having a 'swift and sure' school system for encouraging good behaviour, which could be seen as a context, supported behaviour management in the classroom.

Meanwhile, Rogers (1990) argues that it is the consistency of response made by teachers, rather than the degree of punishment that is effective in maintaining good student behaviour. Similarly OFSTED (2001), based upon the findings of the inspections carried out during 1999/2000 reports:

“when schools did not have a high level of consistency of practice, teachers’ application of disciplinary processes was erratic and, at worst, quirky. Often in such schools staff had not discussed or defined sufficiently what constitutes poor or inappropriate behaviour, leaving response as an individual matter. Lack of consistency between staff allowed particular pupils to exploit situations”

(OFSTED, 2001, p 22).

Cooper et al. (1994) highlight also the importance of staff and students being involved in discussing what counts as acceptable behaviour and what responses to SEBD should be detailed in the behaviour policy.

At the wider systemic level, Gray, Miller and Noakes, (1994) note the inherent tensions between the needs of teachers, schools and LAs and the needs of children experiencing SEBD, and argue teachers need regular opportunities to develop their skills and to have professional support with supporting children experiencing such difficulties within the wider educational system.

These studies identify potential bio-ecological mechanisms and contexts affecting SEBD (for instance how teachers interpret the causes of SEBD or the importance of senior staff modelling behaviour) through identifying the participants understanding and reasoning. Bozic and Crossland (2012) note that Realistic Evaluation:

“while it is interested in exploring participants’ reasoning and ways of actively engaging with a programme, within any cultural context it sees such reasoning processes as likely to be patterned and representable as a finite set of mechanisms. Hence there is scope for development of local theory, which documents types of thinking, the contexts which make these more or less likely and the outcomes which such thinking generates”

(2012, p 8).

Synthesising the research considered in this Section, teachers can more effectively support SEBD when they:

- *feel supported by senior managers (C),*

- *have opportunities to develop professional skills (M),*
- *believe their actions can influence SEBD (C),*
- *provide positive feedback to students (M); and*
- *implement the behaviour policy consistently (C).*

3.4.ii Parents and SEBD

Not surprisingly, parents and families have a significant effect on children's development. For example, positive relationships and parental warmth affect the social, emotional and behavioural development of children (Bowlby, 1969). Factors affecting parental behaviours are complex and contextual. For instance, mothers who have stronger social support networks while pregnant report lower levels of stress and a more positive attitude to having children (Tietjen and Bradley, 1982).

To improve children's performance at school, government policy, such as Excellence in Schools (DfEE, 1997), has attempted to increase parental involvement through, for example, the development of the parent governor role, home-school agreements, and the provision of annual school reports for parents.

A Government survey: *The impact of parental involvement on their children's education* (DCSF, 2008b), draws together evidence on the impact of parental involvement on children's education. 5,032 parents and carers of children aged 5-16 attending maintained schools (in England) were interviewed over the telephone. The survey was based on a nationally representative sample of this group. Three main conclusions were drawn:

- parental involvement in children's education from an early age has a significant effect on educational achievement, and continues to do so into adolescence;
- the quality and content of fathers' involvement matter more for children's outcomes than the quantity of time fathers invest in their children's development, care and education; and
- the aspirations and attitudes of parents and of children themselves predict later educational achievement.

Levels of parental involvement were found to vary across a range of dimensions with mothers, parents of young children and parents with a child with a statement of SEN the most likely to be involved in their child's education.

Deforges and Abouchaar (2003), in a review of the literature relating to parental involvement and student progress academically, socially, emotionally and behaviourally in English schools conclude that:

“parental involvement in the form of ‘at-home good parenting’ has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups”

(Deforges and Abouchaar, 2003. p 5).

Duckworth (2008), in an analysis of data from the Avon Longitudinal Study of Parents and Children (ALSPAC), a longitudinal study of children born in 1991 and 1992, employs the bioecological model described in Section 3.3.iv (Bronfenbrenner, 1995)

as a framework for the study. This framework allows an analysis of the interacting influences of the child, their home and their school.

Duckworth identifies four contexts salient to children's academic attainment in school:

- the distal context, including socio-economic features of the family;
- the proximal context, which includes aspects of parental support, mental health and parent child relationships;
- the school–peer context, such as aspects of the school environment including proportion of children identified as having SEN; and
- the child context, which refers to a child's academic ability, in this study measured primarily through previous levels of attainment.

Duckworth (2008) notes:

“Within our society, the environment still places major restrictions on individual development above and beyond individual ability or talent...Brofenbrenner (1979) highlights the family, childcare arrangements, schools, peer groups, and neighbourhoods as particularly salient settings”

(Duckworth, 2008, p 2).

From a statistical analysis of the ALSPAC data, Duckworth concludes that contexts are important, though the relative influence of each on attainment varies and is interactional:

- individual child capabilities are the most important in predicting Key Stage 2 attainment;
- children who have good quality experience in one context are more likely to have good experiences in other contexts. This relationship is strongest between socio-

demographic features such as income and parental education and with family relationships and behaviours; and

- the effect of different contexts on attainment interacts with the effects of other contexts. For children whose contexts are poor, improvements in other areas of their lives have a larger impact on Key Stage 2 attainment.

Duckworth concludes her analysis demonstrates the:

“multiple levels of social influence and the dynamic interactions and transactions operating in the lives of children and young people. The complexities observed highlight the challenge that emerges from concentrating on a single context and suggest that the simple correlations between the impact of any individual context and attainment may represent a poor gauge to the different contributions of the various features of the child’s phenomenological world”

(Duckworth, 2008, p 39).

This use of an ecological framework supports a developing understanding of the interacting effects of differing areas of the child’s environment and the child’s own attributes in a more holistic manner in line with the *Every Child Matters: Change for Children* (DfES, 2004a) discussed in Section 3.2.

However, as Duckworth notes, a particular limitation of the analysis completed in the study is the fundamental question of what a ‘good’ context is. Duckworth’s analysis relates Key Stage Two curriculum attainment measures to good school and family contexts, but this is a significant simplification of a complex bio-ecological system. Duckworth’s analysis demonstrates differential effects of contexts and mechanisms, but is not able to describe how in detail these operate at the family or school level.

From an RE perspective, the focus of an evaluation is what a good context looks like *in practice*; how it is operationalised by stakeholders.

Synthesising the findings discussed in this Section:

Parental factors such as aspirations for their child (C), warmth and quality of relationship with their child (C) and involvement in their child's education (M) interact with school contexts to affect the child's attainment (O).

3.4.iii Children and SEBD

A common theme of many studies that investigate the factors that promote successful inclusion of students who experience SEBD is a focus on the views of children about their educational experiences (Pomeroy, 1999; Jones, 2005; Gunter and Thomson, 2007). Gaining the views of those directly involved in a programme is central to the Realistic Evaluation approach.

Wise and Upton (1998) examined factors that students experiencing SEBD perceived as having influenced their behaviour, with particular emphasis on an analysis of the impact of the mainstream school on their difficulties. 36 students, attending two special schools for children experiencing SEBD, were interviewed using an "informant style" (Powney and Watts, 1987). Wise and Upton identified a number of key areas to be covered in the interviews, but within this structure allowed interviewees to respond and to give information freely.

Wise and Upton's analysis of the interviews indicates that poor behaviour can result from any one or a combination of a number of school-related contextual factors which are organised into the following themes:

1. the size of the school and class;
2. teacher qualities;
3. a curriculum that is not presented at the right level of difficulty; and
4. social interactions with other students.

With regards size of school and class, Wise and Upton suggest not all students respond in the same way to larger schools or teaching group size. Students experiencing SEBD report they are less able to manage (as a function of their social and emotional difficulties) larger groups than most students. The students reported this is because there is less opportunity to talk directly with teachers (and be listened to by teachers) and because the more impersonal, authoritarian atmosphere larger groups often necessitate is also more difficult for them to cope with. Similarly, OFSTED (1995) report there is not a straightforward link between class size and the quality of learning, but that smaller classes are more beneficial to secondary students experiencing SEN.

With regard to the effect teachers can have on outcomes, the students interviewed were particularly concerned with how teachers maintained discipline, how consistent and fair they were, how well teachers were able to meet the students' needs and how good the teachers were at developing positive relationships. Similar qualities in teachers tend to be reported by children experiencing SEBD compared with those who do not (Garner, 1991). However, Wise and Upton, from their conversations with students experiencing SEBD, suggest there is a difference in what these students need from teachers:

“these differences put emphasis on the enhanced needs of pupils with EBD [emotional and behavioural difficulties] from their succeeding mainstream peers, for recognition as individuals and the need for individualised help and support. They appear to want teachers to better

understand them and to nurture the more caring side of the teacher/pupil relationship both in and out of the classroom”

(Wise and Upton, 1998, p 7).

Students experiencing SEBD reported teachers did not always take seriously, or were not able to deal effectively with, difficulties with social relations with other students and bullying.

From the interviews with students experiencing SEBD Wise and Upton argue that the curriculum itself is also an important factor involved in the success or otherwise of mainstream inclusion, which needs to be considered in a broader sense for students experiencing SEBD. There is an enhanced role for the curriculum to support the development of the student's self-esteem, to provide varied opportunities for success, and to involve students in their own learning.

Thus, Wise and Upton emphasise the need for an enhanced personalised approach to SEBD based on an understanding of the needs of an individual child that furthers the development of positive relationships and a personalised learning curriculum.

Timmins and Miller (2007), reviewing this study, suggest that many of the factors identified by Wise and Upton may be considered as mechanisms or contexts, but that it is difficult to identify which from the way the research is reported.

However, Timmins and Miller suggest the following mechanisms (M) and outcomes (O) can be identified from the conclusion of Wise and Upton that:

“the benefits of listening to pupils (M) may provide them with support of a more therapeutic nature (M). It may also give pupils value and respect (O) and give professionals more insight and an improved understanding of pupil behaviour (O)”

(Timmins and Miller, 2007. P 11).

O'Connor, Hodkinson, Burton and Tortensson (2011) gained the views of students and teachers at a secondary school about their experiences of SEBD, using 'activity sessions' (O'Kane, 2008) and semi-structured interviews. The authors acknowledge that factors affecting SEBD are likely to arise from various levels of context, such as family, school and wider society, but suggest, from their analysis, that the factors suggested by students are simple: that teachers were not interested in what they were doing, that school is boring and because they don't like school. However, many questions arise from these broad statements: for example do all of the students experiencing SEBD find all of school boring and for all of the time? It is possible that the student responses are in fact defensive post hoc rationalisations of their situation, rather than a description of causes of SEBD. There is potential that a Realistic Evaluation approach here could provide a deeper analysis and greater utility by examining under what contexts mechanisms are producing such outcomes for students.

McLaughlin (1999) surveyed views of pupils at risk of exclusion who were taking part in a personal tutoring scheme. Pupils highly valued being listened to on a regular basis (a possible mechanism) and they felt this had contributed to preventing their permanent exclusion (the outcome). The teachers, however, often failed to appreciate the value to pupils of such conversations (a context).

Mowat (2009) employed an evaluative case study approach (Bassey, 1999) to investigate the relationship between SEBD and learning. The study, carried out over a five year period, evaluated a group work approach to supporting students experiencing SEBD in a secondary school. The study draws on accounts from a range of educational stakeholders, including students, teachers, and a senior manager, and combines quantitative outcome measures, such as curriculum

attainment measures and school attendance with qualitative data, collected for instance through semi-structured interviews and questionnaires. The quantitative data did not indicate any improvements in attainment; however the qualitative data indicated that the small group work had impacted positively on the dispositions of *some* students. In this study a purely quantitative design focused on statistically measurable outcomes would not have highlighted the contextual change in attitudes that occurred for a number of students. A Realistic Evaluation design would, in addition, have the potential to consider why a change in attitude occurred for some students, but not others. As noted in Section 3.3 in relation to ecosystemic and behavioural approaches to understanding behaviour, interactional processes can have planned and unplanned consequences for behaviour.

A review of research by the EPPI-centre (2008) highlighted a particular strategy that improved learner outcomes was personalised teaching that focused on the quality of the teacher-pupil relationship. Ewen and Topping (2012) in a study of the effects of a personalised learning programme on students experiencing SEBD, noted positive outcomes can occur (including a reduced probability of exclusion and increasing

educational success), but identify two key contextual influences on success as:

- the involvement of the children in constructing the personal curriculum; and
- the presence of a supportive key worker able to identify and intervene early with behaviour difficulties as soon as they arose.

Pomeroy (1999) used semi-structured interviews to gain the views of 33 secondary school students who had been permanently excluded from school.

This group was chosen because:

“as the recipients of policy-in-practice, they possess a knowledge of the educational system which is not necessarily known to teachers, parents or policy makers. In order to fully understand an educational phenomenon, such as exclusion, it is important to construct this understanding from all relevant perspectives. Too often the viewpoint of the student remains unheard. The students...have had a unique, if unenviable, school experience”

(Pomeroy, 1999, p 466).

The study identifies three key contextual difficulties within the school and wider systems: relationships with teachers; relationships with peers at school; and factors outside of the school such as home life or being involved in crime. Relationships with teachers were identified as the most important of these. Similarly, Wallace (in Rudduck, Chaplain and Wallace, 1996) reports secondary school students found different approaches to teaching were less important to students than the interactive relationship established with teachers. Pomeroy (1999) reports that the students in her study found humiliation (particularly shouting, put downs and sarcasm), not being afforded enough time by teachers, and a failure to intervene by teachers in student conflict particularly negative teacher behaviours. Students valued teachers who worked proactively to establish a meaningful relationship with them, demonstrating pastoral care and concern. With reference to discipline three factors were noted as important: that the discipline is delivered fairly in a respectful manner and that it is seen to be motivated by a concern for the well-being of the students. Pomeroy (1999) notes also a contextual change in the type of relationship wanted by students alters as they get older, particularly during their final years at school. They do not

wish teachers to act as surrogate parents, rather *“they seem to want a unique relationship in which their non-child status is recognised and responded to accordingly while, at the same time, their pastoral needs are met”* (Pomeroy, 1999, p 477). However, Rudduck, Chaplain and Wallace (1996) note:

“the conditions of learning in the majority of secondary schools do not adequately take account of the maturity of young people, nor of the tensions and pressures they face”

(Rudduck et al, 1996, p173).

Cooper and Jacobs (2011), in a review of the effect peer group can have on SEBD, argue this is a significant contextual influence which needs to be taken into account in any analysis of SEBD. This influence can be positive or negative. For example Barth et al. (2004), in a study of 17 schools with a high proportion of SEBD, conclude disruptive students acted as role models for further negative behaviours. More positively, interventions aimed at increasing positive comments students make about other students through being encouraged to notice and comment on good behaviour in others, or ‘tootling’, have demonstrated positive effects on social inclusion and classroom behaviour (Skinner, et al., 2002).

Synthesising the literature discussed relating to students the following programme theory can be developed:

Students experiencing SEBD benefit from (O) positive, respectful relationships with staff within which they feel listened to and class sizes that allow such relationships to develop (C), a personalised curriculum appropriately differentiated (M) and positive peer relations (C).

3.4.iv Re-engaging children experiencing SEBD in secondary schools

A number of studies were identified during the initial broad survey of the literature that focus on factors that support the reintegration and inclusion of students experiencing SEBD into mainstream settings. The findings from these were seen to be relevant to the research question and to be able to contribute to the realist synthesis regarding effective behaviour policies.

Factors identified by the DfES (2004b) through a postal survey of 14 LAs, as conducive to the reintegration of excluded students include: the involvement of parents/carers in planning the re-integration; good sharing of information within school, with parents and with other agencies; a dedicated key worker and an inclusive school and LA culture committed to meeting children's individual needs. It was concluded from the survey that there is not a single approach to re-integration that will be successful in all situations; rather, a range of approaches which vary across local contexts can be successful if they are underpinned by an inclusive ethos and practices and draw on a wide range of resources. This accords with the realist view that the successful implementation of a programme will depend on local contextual implementation effects.

Daniels et al. (2003), from an analysis of 193 permanently excluded children, demonstrate the ecological interaction between a child and wider contextual factors. Daniels et al. report that successful inclusion at a new secondary school was dependent on the receiving school having a highly inclusive ethos, the Local Authority providing high levels of support to the school and the child being motivated to make a success of the new school placement.

Lawrence (2011) explored factors influencing the success of re-integrating secondary school students from a Pupil Referral Unit (PRU) to mainstream education through a thematic analysis of views of staff at the PRU and the mainstream school. It was noted by staff that the process of re-integration, successful for some students but not for others, was complex, multifaceted and likely to be specific to the local context. Lawrence's analysis elucidates factors at the child, family, school and wider contextual level which support successful re-integration. Child factors included a desire and a belief by the child that they could be successful (the context), which needed to be combined with the child making an effort to be successful (the mechanism). This was considered most likely when the child had good or improving self-esteem and self-worth. Factors at the staff level included clearly explaining to the child the re-integration process and reassuring the child that they could be successful. At the parental level it was found re-integration was more likely to be successful when the parent was supportive of, and positive towards their child and their education, and where parents were able to share responsibility for their child's actions. At the school level it was important for staff to inform parents of their expectations and progress of the child. Systemic, contextual factors included clear channels of regular communication between parents, the PRU and the mainstream provision and for all those involved in the re-integration process to have shared goals. An inclusive ethos and approach demonstrated by the mainstream provision was found to be crucial for successful re-integration. A child-centred, rather than school-centred approach was important, for instance through the development of an individual support package including resources such as a personal mentor, some access to off-site group work or a focus on the child's interests and strengths.

Swinson et al. (2003) evaluated the transfer of 12 pupils from a specialist school catering for children experiencing SEBD to a mainstream secondary school, and highlight the importance of classroom context and peer influences on behaviour. The study was completed by observing the students in lessons and comparing their behaviour with that of the other pupils in the school. The pupils were supported by a specialist teacher and two specialist support assistants. The results of the observations indicated that the behaviour of the children from the SEBD school was very similar to that of the other children at the school. Only two of the children who had attended the SEBD school showed behaviour significantly worse than their peers. Overall they behaved very well in well run classes, but their behaviour deteriorated in less well-organised lessons. It was also noted the pupils' behaviour deteriorated over the course of the school day, which was the case for all pupils, but was more so for those from the SEBD school. The behaviour of all the pupils was worst for the last period of the day. Generally, little positive feedback was given to students about their behaviour from teachers. Swinson et al. (2003) conclude that the change in school setting had a significant impact on the behaviour of the pupils, and in particular the behaviour of the rest of the class appeared to be a key factor. Swinson concluded, however, *"this ecosystemic perspective does not yet appear to be incorporated into teachers' thinking"* (Swinson et al., 2003 p 73).

Fletcher-Campbell (2001) introduces the relevance of the ethos and values of a school as an organisation that underpin the approach taken to supporting SEBD. From an analysis of the findings from three studies completed at the National Foundation for Educational Research (NFER) (each respectively focusing on the inclusion of children with special educational needs; children who are 'looked after'

by their Local Authority; and children identified as experiencing SEBD), Fletcher-Campbell concludes that, although quantifiable outcome data such as exclusion rates, attendance figures for children at pupil referral units or measures of progress in attainment indicate how much children are included or excluded from the educational system, more relevant contextual information is:

“the way in which students are included and excluded by what goes on in the classroom and the school – by what they do and what is done to them, as it were. This is the more qualitative aspect: it may be revealed by ‘raw’ levels of attainment, by numbers at the stages of the Code of Practice, or by value added measures...but more readily gravitates into the slippery areas of school ethos, personal and social education, and the whole matter of values. Essentially, exclusion understood in terms of practice – rather than official status – signals a breakdown in relationships, either pedagogic or social”

(Fletcher – Campbell, 2001, p. 71).

Fletcher-Campbell suggests that ‘relationships’, in addition to interpersonal relationships, also include wider contextual relationships such as those between the curriculum and society, or between different interest groups. The relevance of such inter-relationships are discussed further in Section 3.3.iii in relation to ecosystemic models of understanding behaviour. In considering a framework for understanding exclusion Fletcher-Campbell suggests, from analysis of the three research studies, that there is an ‘inclusion-exclusion’ continuum upon which schools are positioned depending on the general ethos and value position of the school as an organisation. At one end of the continuum the child is seen as being ‘problematic’. The problem could be the result of a deficiency that the child is believed to have (for instance poor social skills); or that arises from the child’s social background, for instance inadequate parenting; or alternatively the school itself is seen to be deficient, for example in material resources, teacher competence or pastoral care. At the other end of the continuum the *“apparent conflict between the young person and the*

school may be seen in terms of a failure in relationships and communication, in understanding of rights and concomitant responsibilities – something to do with the ethos and moral dimension of the school” (p. 74).

In addition to considering the contextual element of the school ethos, Fletcher-Campbell (2001) researched students’ perceptions of factors they felt supported good behaviour in class. These are included in Table 3.4 below. The factors identified include good working relationships and an appropriate curriculum, but also highlights the importance of additional support provided to students by teaching assistants, involving students in school development and the effective monitoring of SEBD.

Table 3.4 Factors schools can develop to promote successful inclusion of children experiencing SEBD (developed from Fletcher-Campbell, 2001)

Close working between the school and the wider community (including parents, social workers and support staff) to agree programme values and aims.
Appropriate differentiation to work to the student’s level of ability.
Effective use of teaching assistants to support class teachers and students to understand the child’s response to different teaching approaches (as teaching assistants are able to observe the child responding to a variety of teachers and lessons)
Valuing the involvement of students at the school level, for instance involving them in the development of school behaviour policies.
Publically celebrating student effort and achievement across a range of activities.
A monitoring system that can give forewarning of potential difficulties.

Fletcher-Campbell (2001) concludes that these perceived reasons for exclusion are issues that schools can and should address. Timmins and Miller (2007) suggest that

the steps Fletcher-Campbell identifies schools can take to prevent exclusions can be identified as mechanisms in Realistic Evaluation terms. That is:

- providing clear expectations of behaviour and personal organisation (M);
- providing clear criteria relating to what pupils are expected to learn (M);
- attempting to understand why pupils are not attempting to demonstrate appropriate behaviour and personal organisation (M); and
- attempting to understand why pupils are not learning (M).

(from Pawson and Tilley, 2007, p 11).

The Ofsted survey *Good practice in re-engaging disaffected and reluctant students in secondary schools* (Ofsted, 2008) involved 29 secondary schools selected as demonstrating a record of sustained good practice in re-engaging children termed disaffected in their learning, with the aim of identifying the successful actions (mechanisms operating in supportive contexts) taken by the schools. I have attempted to categorise the key findings from this survey in terms of whether they appear to refer to a context, a mechanism or an outcome in Table 3.5 overleaf.

In summary to this section, synthesising the research regarding the successful reengagement of children experiencing SEBD leads to a possible theory (following Timmins and Miller, 2007):

A school will be able to include children experiencing SEBD successfully (O) where there is commitment to this at various levels of the system, including the national, Local Authority, school, family and student level (C). Within this context, a range of strategies (M) can be effective.

Table 3.5 Good practice in re-engaging disaffected and reluctant students in secondary schools (Ofsted, 2008)

<ul style="list-style-type: none"> ▪ Staff share a commitment to helping pupils succeed (C), which they expressed clearly to pupils and their families (M). ▪ The school ethos valued and respected the needs of individuals (C) and pupils felt part of the school (O). ▪ Temporary withdrawal from classes and training in life skills (M) to help pupils change their attitudes (C) and improve their learning was very effective (O). ▪ At KS4, a high quality, flexible curriculum (C), involving a range of accredited training providers outside school (M), was effective in engaging pupils more in their learning (O) ▪ Pastoral support was managed by assigned support staff (C). They acted as the first point of contact for all parents and carers and directed them to the most appropriate member of staff if they could deal with the issue themselves (M) ▪ Communication with pupils and their families was very effective (M). It ensured they were fully involved in the process and had confidence in the decisions that were made (O). Pupils knew they were listened to (O) and felt they could contribute to decisions about their future (O). Home school liaison staff played a critical role (C) ▪ Teaching assistants provided important support for individuals (C), helping to maintain their interest and cope successfully with any crises (M). This allowed teachers to focus on teaching the whole class (O). ▪ Robust monitoring of academic, personal and social progress (M) and close collaboration with primary schools and other services for CYP (C) ensured that pupils who were likely to become disaffected were identified early (O). They received appropriate support before and after they entered secondary school (C)

3.5 Behaviour Policy Research

The management of behaviour in school has long been a concern for policy makers (Maguire, Ball and Braun, 2010). Schools are organised to promote student learning, but this cannot happen effectively if students are behaving inappropriately. Teaching and learning are more likely to happen in an environment where all members of the

school community understand, and work within a school behaviour policy based on a set of shared values and a positive school ethos (DES, 1989).

Following the introduction of the National Curriculum (HMSO, 1988) the main educational focus became reform of the curriculum and its assessment. Riley and Rustique-Forrester (2002) report that league tables, curriculum testing and increased centralised target setting have made it more difficult for teachers to enjoy their work, which can have a “knock-on” effect for students:

“the data collected suggest that the imposition of the National Curriculum, with its attendant ‘academic’ focus and its assessment, has had a deleterious effect on the ability of mainstream schools to offer strategic, concentrated and long term intervention for pupils who are at risk of exclusion”

(Riley and Rustique-Forrester, 2002, p.103).

Schools continue to be expected to raise the achievements of the students they teach, but more recently there has been a refocusing on the importance of good behaviour in raising achievement: that is ensuring students engage in effective ‘behaviour for learning’ (DCSF, 2009). All schools are required to have a behaviour policy in place that describes how this is to be done for children experiencing SEBD:

“poor behaviour cannot be tolerated as it is a denial of the right of pupils to learn and teachers to teach. To enable learning to take place preventative action is most effective, but where this fails, schools must have clear, firm and intelligent strategies in place to help pupils manage their behaviour...the quality of learning, teaching and behaviour in schools are inseparable issues, and the responsibility of all staff”

(DCSF, 2009, p 3).

Thus, the behaviour policy is a codification of the school theory about desired behavioural outcomes and the context and mechanisms believed to produce these within the school ecosystem.

The Education and Inspections Act (DfES, 2006) sets out the measures in the behaviour policy that should be included in order to:

- promote good behaviour, self discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work; and
- regulate the conduct of pupils.

How are schools to meet these objectives? Lund (1996), in considering what schools can do to support SEBD effectively relates eleven factors for effective schools identified by Sammons, Hillman and Mortimore (1995) specifically to behaviour. These can be seen as salient contextual factors and are included in adapted form in Table 3.6 overleaf.

A Realistic Evaluation that considers these contextual factors would involve developing a theory regarding the mechanisms that would then need to operate for the identified positive outcomes to be achieved.

Table 3.6 Contextual factors effective in supporting SEBD (from Lund, 1996, p 14)

Contextual factor	Outcome
Professional Leadership	A key member of the SLT is committed to and responsible for the policy, its review and evaluation, and for supporting staff through its development and implementation.
Shared vision and goals	The behaviour policy is based on shared values and the whole school community feels ownership of it.
A learning environment	Consistent shared learning and behavioural routines encourage a stable working environment
Concentrating on teaching and learning	Promotes appropriate behaviour.
Purposeful teaching	Stimulating, differentiated, individualised curriculum delivery.
High expectations	Within which students experience personal success.
Positive reinforcement	The system of rewards and sanctions is seen as fair and owned by the school community.
Monitoring progress	Realistic behavioural targets, which parents and students are involved in developing.
Pupil rights and responsibilities	Valuing children, celebrating success and involving students in the development of behaviour policies.
Home school partnership	Behaviour policies are more likely to be effective if they are known about and supported by parents.
A learning organisation	Ongoing development of school staff.

A similar list of factors to those included in Table 3.6 is included in *Behaviour and Discipline in Schools: A Guide for Head Teachers and Schools Staff* (DfE, 2011b), that incorporates the ten aspects of school practice previously included in the Steer Report (Steer, 2005) and which, when effectively implemented (through appropriate mechanisms), are reported to have a positive effect on student behaviour:

1. a consistent approach to behaviour management;

2. strong school leadership;
3. classroom management;
4. rewards and sanctions;
5. behaviour strategies and the teaching of good behaviour;
6. staff development and support;
7. pupils' support systems;
8. liaison with parents and other agencies;
9. managing pupil transition; and
10. organisation and facilities.

In addition, and also following Steer (2005), *Behaviour and Discipline in Schools* (DfE, 2011b), notes the importance of ongoing professional development for teachers in managing behaviour, and the importance of engaging parents in the active support of school behaviour policies.

This provides a useful summary of the current understanding of promoting good behaviour and supporting SEBD, which includes a focus on approaches at the whole school, interpersonal and individual levels. These recommendations have in fact remained quite consistent over the last 20 years. These ten areas are also included in the Elton Report (DES, 1989).

Ellis and Tod (2009) note:

“significantly there has been considerable consistency over the years regarding the overall principles of good practice in relation to pupil behaviour. It is probably reasonable to assume therefore that there is little new to discover at the level of general principles. Policy and guidance has typically reflected a concern for both discipline and control and pastoral support and nurture”

(Ellis and Tod, 2009, p 44).

3.5.i Implementing a school behaviour policy

“Any interventions involving people and resources in natural contexts, have notoriously unpredictable outcomes” (Kelly, 2012, p 3). What factors support the implementation of programmes?

Mowat (2009) suggests that secondary schools in particular are not conceived to be able to meet the needs of children experiencing more significant SEBD (those children categorised at the ‘3+’ level at Willow Park School); rather secondary schools are large, slow-changing organisations within which there can be a large disparity between espoused policy and how that policy is implemented in practice.

Turner (2003), reviewing the process of writing a behaviour policy for a secondary school, highlights the necessity of involving the whole school community in its development: the implementation of the policy can otherwise become inconsistent. Turner (2003) advocates regular reviews of the policy and the thorough induction of all new staff, to promote consistency of application.

Rowe (2006) notes the role of involving students collaboratively in the development of behaviour policies. Rowe argues a particular aim of behaviour policies is to encourage children to take personal responsibility for their behaviour, but that in practice the approaches often used by schools to support students in discussing, internalising and contributing to the development of the behaviour policy are tokenistic and ineffective. Rowe suggests stronger links should be made in the curriculum between the behaviour policy and citizenship education, and that teachers should provide greater challenge to children to take greater personal responsibility regarding behavioural issues.

Similarly, Ofsted (2001), on the basis of findings from school Inspections completed during 1999/2000, reports:

“where schools had developed and discussed, including with pupils, positive strategies to follow, staff were better able to manage pupils who were disengaging with learning”

(Ofsted 2001 p.22).

Such positive strategies included: a clear statement of values to be adopted by staff and students; a concise and clear code of behaviour; well defined basic routines that are agreed, monitored and reviewed; a strong emphasis on praise and rewards and the consistent use of both rewards and sanctions (where their use is idiosyncratic and appears unfair, pupils may become cynical and resentful); and in the schools making the best progress, the roles of senior managers, pastoral heads and form tutors were reportedly clearly defined (Ofsted, 2001).

Stringfield, Reynolds and Schaffer (2008), from an analysis of eight international large scale studies researching the implementation of school-based programmes over the last 50 years (for example Slavin, Madden, Dolan, Wasik, Ross, Smith and Dianda, 1996), draw a number of conclusions about whole school reform programmes and improvement efforts. These are summarised in Table 3.7 overleaf.

This analysis suggests that a range of organisational, contextual factors affect how successfully programme outcomes are met, and that the implementation of reforms is not an easy task. In a review of 13 programmes implemented in secondary schools, Datnow (2005) reports that in only five schools were programmes continuing to be implemented at least moderately four years later.

Table 3.7 Whole school reform programmes (from Stringfield et al., 2008)

Most of the reforms, but not all, could demonstrate some improvement in some schools that took part.
All of the reforms that were 'scaled' up to a significant number of schools had examples of schools in which the reform had no measurable effect.
Reforms were more likely to produce measured results when they were focused on primary schools (but this is also inconsistent).
Success in implementing a reform is greatest when school staff are involved in the development of the reform.
School-based factors, such as effective leadership and a positive school culture, affect the success of programme implementation.
Evidence of educational reforms being sustained over ten years is extremely rare.

Datnow (2005) notes programmes that are congruent with goals of the wider system, such as Local Authority and governmental priorities, and more likely to be sustained over time. Similarly, Hargreaves and Fink (2006), in a review of the success of change programmes implemented in eight secondary schools at least 20 years prior to their study conclude: *"The overall evidence is not uplifting. The vast majority of reform efforts and change initiatives – even the most promising ones – are unsustainable"* (Hargreaves and Fink, 2006, p 252).

Against this demoralising longitudinal research base, Stringfield et al. (2008) report on the High Reliability Schools programme, which evaluated reform reliability in 12 secondary schools in one LA in Wales. The programme to support implementation of key findings from 'high reliability organisations' (that is, organisations characterised

by highly reliable operating processes, such as nuclear power stations and air traffic control, where a single error would incur such disastrous consequences as to be wholly unacceptable), in order to support the schools in successfully implementing up to four school based goals (for example improving school attendance). High reliability organisations share a number of characteristics such as: a small number of clearly identified goals; intensive maintenance and application of data bases recording information on performance and monitoring of any small changes in this performance which could potentially become problematic; regularly repeated tasks which are effective that become 'standard operating procedures' or 'best practice'; all members of the organisation are encouraged to challenge any potential flaws in or failure to implement the standard operating procedures with fidelity; ongoing targeted professional development; rigorous performance evaluation; a hierarchical structure but with collegial decision making taking place when circumstances demand; and where short term efficiency is secondary to very high reliability. Here, reliability is defined in terms of consistency and accuracy of implementation of methods and actions which are supported by a reliable evidence base.

Stringfield et al. (2008), from the four years in which the study took place, conclude six factors significantly affect how reliably reforms are implemented:

- a whole school focus on a small number of clearly articulated goals;
- gathering and analysing data on strategies used, and their results, and sharing the findings with all members of the school community;
- analysing the relevant literature for evidence-based 'good practice';

- combining scholarly knowledge of best practice with the stakeholders' skills and knowledge within the local context (microsystem);
- working at multiple levels within the system; and
- building capacity at the school level to continue with processes that maintain the programme.

These factors have been taken into account in the current study to increase the potential sustainability of changes to the behaviour policy at Willow Park.

A specific example of a study examining the implementation of a behaviour policy is provided by Jones and Knowles (2003), whose research was completed in a middle school through an action research study. The research focused on three particular aspects of the policy: the systematic and consistent use of rewards; adults actively modelling positive behaviour; and giving children direct control of decision-making related to the behaviour policy. To evaluate the effectiveness of the behaviour policy, the number of referrals made to the Head teacher resulting from poor student behaviour was monitored over the course of two years. The statistical analysis indicates a reduction in the number of referrals over this time, but the research highlights short-comings of measuring the success of the programme only at the level of whole-school outcomes. The research is not able to indicate, at the level of teacher-student relationships, how the behaviour policy is experienced. It is not possible to begin to theorise how the behaviour policy is operating for stakeholders within the school and wider context. The current study seeks to develop this more situational understanding of programme implementation.

Synthesising the research regarding behaviour policies the following programme theory can be developed:

A successful behaviour policy (O) will be led by senior managers and will involve all stakeholders in its development and review (M), it will be based on current research findings (M) and will be clearly articulated (M). Senior leaders will develop the ability of stakeholders to implement the behaviour policy (M) and develop school systems that reliably support this (C).

3.6 Conclusion

In conclusion to this synthesis of the selected literature relating to SEBD, a comprehensive ‘underpinning theory’, relating to how an effective school might work for pupils with SEBD, which acknowledges the themes identified in the preliminary study, was developed in collaboration with the Inclusion Manager at Willow Park:

A secondary school which is successful in promoting good behaviour and in supporting students experiencing SEBD (O) will have a whole school culture that values individual differences (C), supports the development of all pupils and staff (M), has good communication with pupils, parents and outside agencies (M), an engaging curriculum (M) and targeted support when necessary (M).

This theory, which has guided the research process, is developed to increase the specificity of identified contexts, mechanisms and outcomes in Chapter 4. The developed Programme Theories then provide the basis for developing an appropriate methodology described in Chapter 4.

CHAPTER 4: RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction

The realist tenets of generative causation and theorising understanding of SEBD within the context in which it occurs has been introduced in Chapter 2.

Pawson (2006) argues that:

“evidence-based policy’s mission is to choose an intervention on the basis that it has a reasonable chance of repeating successful outcomes achieved elsewhere”

(Pawson, 2006, p22).

To accomplish this Pawson and Tilley (1997) suggest the three guiding themes of realist research are to:

- increase the specificity of our understanding of the mechanisms through which a programme accomplishes change;
- increase specificity of our understanding of the contextual conditions necessary for triggering programme mechanisms; and to
- increase specificity of outcome pattern predictions according to context and mechanism triggered.

4.2 Conceptualisation and design of the study

A Realistic Evaluation approach was considered rather than a summative, outcome form of evaluation as the purpose of the research was to improve the behaviour policy by developing understanding of how it was being implemented. The RE approach was viewed as having specific potential to unpick the complex reasons why

policies work (or do not work) in practice. The explicit development of theories regarding the operation of the programme, and the sharing of these with programme stakeholders is a particular contribution RE makes to the formative evaluation process.

The current research has developed an underpinning theory (described in Section 3.6) of how students experiencing SEBD can be supported effectively at Willow Park School. This was based on selected themes arising from the preliminary phase and the realist review of the research literature available in the area, as described in Chapter 3. From this a programme specification was then developed linking the CMOCs, detailing how contexts and mechanisms were considered most likely to produce the desired outcomes. This process is described in detail in section 4.3. The research methods developed to do this is described in detail in section 4.4.

4.2.i The preliminary phase and the main study

Figure 4.1 overleaf outlines how the preliminary phase of the current study, discussed in Section 1.4 and described further in Appendix 1, contributed to and developed into the main study reported in this thesis. In the preliminary study, following a brief literature review, the views of school staff, parents and students were gained through a mixture of questionnaires and semi-structured interviews. Themes were abstracted from interview responses, the school behaviour policy, in light of which, was revised. In the main study a realist synthesis of specific and relevant areas of the literature relating to SEBD, which included consideration of the themes identified in the preliminary study, was employed to construct an underpinning theory regarding the behaviour policy at Willow Park. This theory is

developed into a programme specification of eight programme Theories to be tested as hypotheses.

4.2.ii Research and development in organisations (RADIO)

As the research was completed collaboratively with members of staff from the school and the focus of the study developed as the research progressed, a framework within which the research process is negotiated and planned collegially has been used.

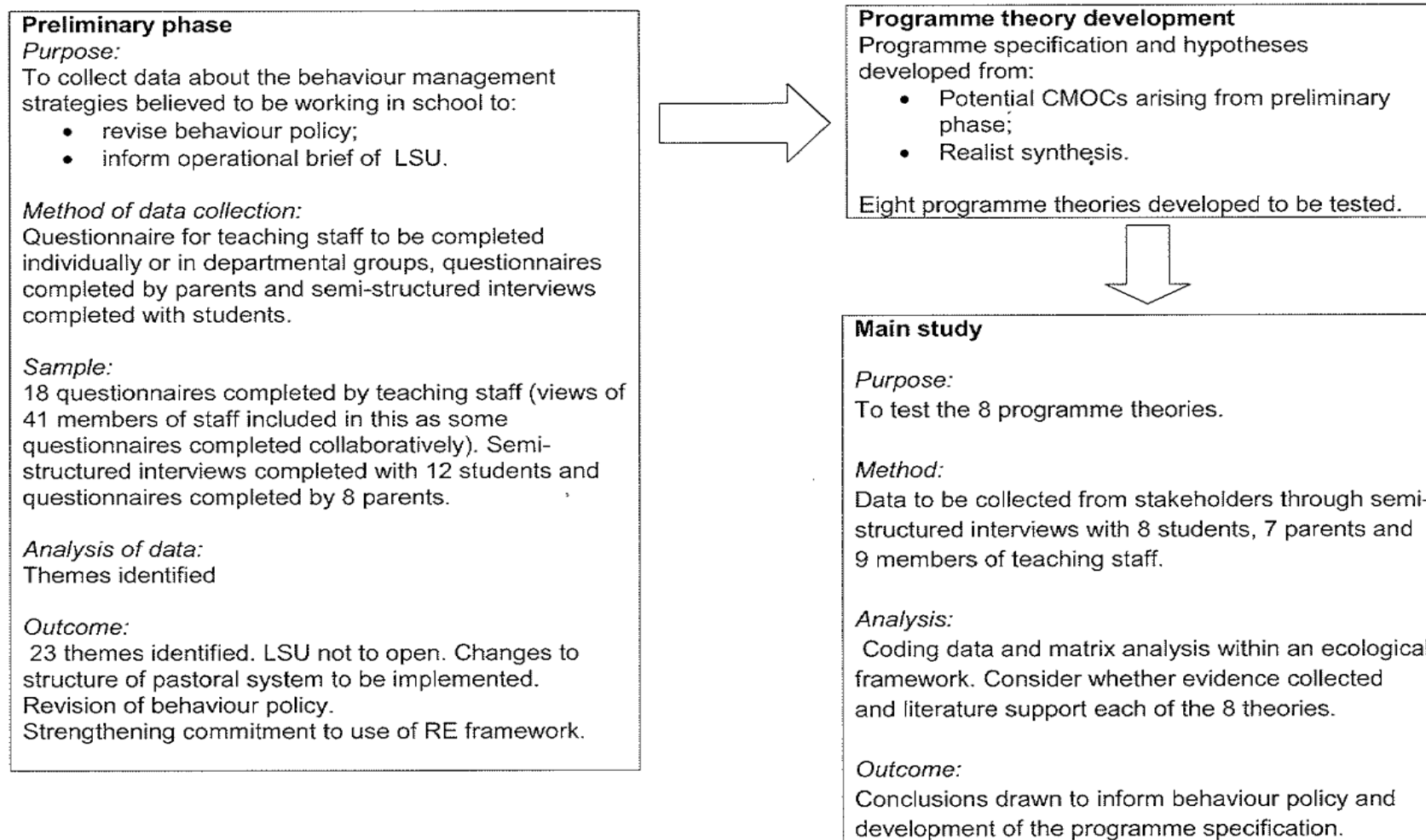


Figure 4.1 Overview of the preliminary study and main study

The “Research and Development in Organisations” (RADIO) approach (Timmins, Shepherd and Kelly, 2003) was used as a structured framework within which the enquiry was developed. RADIO is a collaborative action research framework that is used to clarify the research focus with stakeholders, to negotiate the framework for data gathering and data analysis, to support the processing and interpretation of data with and by stakeholders, and then to implement and evaluate actions in the organisation that arise from the research. This collaborative approach aims to support the capacity of the school to develop and improve its provision. The initial stages of the RADIO process involve negotiating a framework within which the researcher must consider how the research will meet organisational needs within the resources (time and otherwise) that are available. Regular discussion, negotiation and planning with a “research facilitation group” (Timmins et al., 2006) assist this collaborative process; in the current study this has taken place with the “3+ Behaviour Group”. As the lead researcher, I was a member of this group during the two years of the current study. The research process and expected outcomes were tightly negotiated to help avoid such risks as hidden agendas within the school impeding the research study (Patton, 1997). The results of the research were discussed with the 3+ Behaviour Group, and with all school staff.

As Timmins et al. (2006) state:

“within the service or institution, such a collaborative aspect facilitates the take up of research findings, feeding into a process of continuous institutional improvement”

(Timmins et al, 2006, p 306).

The RADIO approach (Knight and Timmins, 1995) was initially developed to help educational psychologists in training manage whole school and service improvement work. The approach was intended for use in circumstances where several, potentially

competing, perspectives exist and there is potential for a defensive reaction of participants to the programme of change, as for example, in response to evaluations of school systems or school support services. The RADIO process is constructed to require stakeholders to contribute actively within the change programme (where stakeholders comprise those who work within the system being researched who are likely to be affected by the results of the research). Within the RADIO framework, stakeholders are actively involved in the evaluation, from the initial stages of agreeing the purposes of the research cycle, through to action planning and implementation. The purpose of this collaborative approach is to increase engagement, ownership and the probability the change programme will be embedded within the organisation and carried forward.

This approach to development and research can be seen to contrast a positivist approach to research, as described in Section 2.3, where the researcher is likely to determine aims and research design and impose this on the stakeholders, with the potential that stakeholders, feeling the research has been 'done to' them are less likely to support any action stage designed to promote organisational change (Timmins et al., 2003). The research design and methodology are informed by the organisation within which the research is taking place and therefore fit within the 'real world research' model (Robson, 2011).

The first phase of the RADIO model comprises four stages which focus on identifying and agreeing the organisation's needs and developing a collaborative approach. Phase 2 comprises stages 5 – 8 and involves negotiating a research design and methodology to address organisational needs. Stages 9 – 12 involve implementing and evaluating the proposed changes.

Stoll and Fink (1996) note that schools have become increasingly held to external account in terms of effectiveness, for instance through OFSTED inspections, but the authors argue that real school improvement comes from within, through school self-evaluation and development which: *“builds confidence, risk taking and openness to accountability practices”* (p 168). In completing self-evaluation, Stoll and Fink note that the people within the school (teachers, non-teaching staff, students and also parents) are likely to know the school best, and should be involved in school self-evaluation. However, because they are operating within the system day-to-day, they may overlook important factors that would be spotted by an external evaluator. External research facilitators can play an important role in this respect and, as a part of the research process, can support schools in strengthening their capacity to evaluate their own systems, improve them and help them to maintain improvements.

4.2.iii Combining Realistic Evaluation and RADIO

Table 4.1 (page 125) presents a schematic outline of the RADIO model, and how, within the current study, it was applied alongside the Realist Evaluation methodology and with the research activities that have taken place at each stage. This table is adapted from Timmins et al. (2006), and provided a framework for conducting the research and for reporting the research process. The model is presented as cyclical in nature. The type in black font refers to actions and activities undertaken during the preliminary phase of the research, and the type in blue font refers to the actions and activities undertaken during the main study.

The research process completed during the preliminary stage has been described in Section 1.4. Once this stage was completed the 3+ Behaviour Group were concerned to evaluate the revised behaviour policy and particularly to consider the effectiveness

of the provision made for students experiencing SEBD who may otherwise have attended the Learning Support Unit had it opened.

At this point discussions were held with the Inclusion Manager regarding the potential for using a Realist Evaluation framework to guide the research and to support school self evaluation and development. Agreement was given by the Principal Educational Psychologist for additional time to continue to be made available to me to continue with the research for a second year. The realist synthesis, described in Chapter 3, was completed and a programme specification developed. The methodology developed to test this is described further in the rest of this chapter.

4.3 Developing the Programme Theories

The underpinning theory which was tested in the main research phase, was developed from the analysis of the CMOCs abstracted from the research literature and selected themes identified in the preliminary phase that were viewed by the 3+ Behaviour Group and myself as feasible areas for improvement. Themes 1, 2 and 3 (rewards and sanctions, consistency and parental support, respectively) identified in Table 1.2, p 20, that were abstracted from the data collected from all three stakeholder groups (teaching staff, students and parents) were viewed as particularly relevant to include. Themes relating to relationships, communication, teacher qualities and the development of individual skills regarding SEBD within the classroom and the ethos and culture of school regarding SEBD were also selected as pertinent to Willow Park.

The underpinning theory, as first presented in Section 3.6 was:

A secondary school which is successful in promoting good behaviour and in supporting students experiencing SEBD (O) will have a whole school culture that values individual differences (C), supports the development of all pupils and staff (M), has good communication with pupils, parents and outside agencies (M), an engaging curriculum (M) and targeted support when necessary (M).

This theory guided the research process by providing a structure to support elicitation and evaluation of contexts, mechanisms and outcomes, developed into the eight Programme Theories tested in the study.

Table 4.1 Mapping RADIO stages and Realistic Evaluation processes.
Developed from Timmins et al, 2006 p 307

RADIO phases	RADIO stages	Realistic Evaluation stages	Research activities
Clarifying concerns	1. Awareness of need		Discussion between Willow Park school and I about the possible focus of the research. Discussion between the 3+ Behaviour Group and I about the potential for continuing with a re-focused evaluation of the behaviour policy employing a Realist Evaluation framework.
	2. Invitation to act		Educational Psychology Service time made available, potential area for research agreed. Agreement given from Principal Educational Psychologist and from 3+ Behaviour Group to continue with research.
	3. Clarifying organisational and cultural issues		Research proposal completed by me and discussed with Senior Leadership Team (SLT), negotiated and agreed. Areas for further evaluation discussed at 3+ Behaviour Group meeting. Agreement reached to focus in more detail on the effective implementation of the revised behaviour policy, including for those students who may have attended the LSU had it opened.
	4. Identifying stakeholders		Members of staff identified who are key stakeholders in the behaviour policy – the '3+ Behaviour Group'. Agree how research findings will be fed back to school, who will feed back and how this will be coordinated. As identified in the preliminary phase above.
Research methods	5. Agreeing the focus of concern	Developing the programme theory, specification, generating hypotheses and agreeing the research questions.	EP and Inclusion Manager (IM) to analyse sample of previous research and policy documents in the area, and agree research questions. Realist synthesis completed and programme specification developed.
	6. Negotiating the framework for data gathering	Map the contexts/mechanism/outcomes (CMOs) onto the questions to be asked of the participants.	Identify sample. Develop the data collection methods and discuss with EP peer supervision group and 3+ Behaviour Group, and modify. Identify sample, develop data collection methods, pilot and modify as necessary
	7. Gathering information	Use Realist Evaluation techniques such as the 'realist interview' (Pawson and Tilley, 1997) and record	Administer questionnaires and semi-structured interviews with students, school staff and parents. Administer semi-structured interviews with students, school

Research methods	RADIO stages	Realistic Evaluation stages	Research activities
<div> <div></div> <div></div> <div></div> <div></div> <div></div> </div>	8. Processing information with stakeholders	Developing new programme specification with school staff.	Provide analysis for SLT and discuss at 3+ Behaviour Group meeting. Provide analysis for SLT and discuss at 3+ Behaviour Group meeting.
	9. Agreeing areas for future action	Consider implications of the Programme Specification for actions in school.	SLT to agree future actions for school. SLT to agree future actions for school.
	10. Action planning		IM to feedback research findings and implications for practice and Learning Support Unit to all school staff through workshops.
	11. Implementation/action	Implement actions from Programme Specification.	School staff implement behaviour policy.
	12. Evaluating action	Evaluate how useful the new Programme Specification has been.	EP to review perceived effectiveness of new behaviour policy with school staff, students and parents and feedback to school.

The eight Programme Theories of CMO configurations that were identified as relevant to the evaluation of the behaviour at Willow Park are included in Tables 4.2i, 4.2ii and 4.2iii overleaf. Findings from the literature review highlight the contextual, interactional nature of SEBD. Programme Theories 1 – 3 (Table 4.2i) can be seen as operating at the school level; Programme Theories 4 – 6 (Table 4.2ii) as interactional factors between stakeholders; and Programme Theories 7 and 8 can be seen as operating at the individual teaching staff level. These CMOCs were developed collaboratively with the Inclusion Manager at Willow Park School and discussed with the 3+ Behaviour Group.

Table 4.2i overleaf displays the three areas of focus agreed with the 3+ Behaviour Group at the school level as the inclusivity of the school, the general school

Table 4.2i Initial Programme Theories of CMO configurations at the school level (informed by Timmins and Miller, 2007)

Broad area of enquiry	Context	Mechanism	Outcome
<i>School Level</i> Do the culture and ethos of the school support the inclusion of students with SEBD?	1. A school that has an inclusive philosophy regarding students with SEBD that is reflected in the behaviour policy.	Teachers, students and parents are aware of the behaviour policy, they are positive about it and they implement it.	Teaching staff, students and parents believe the behaviour policy promotes good behaviour effectively, and progress made by students is attributed to the behaviour management strategies used.
	2. A school that believes a positive atmosphere supports the progress of students with SEBD, and this is encouraged through the behaviour policy.	Teaching staff use positive methods of encouraging good behaviour.	Students respond positively and make progress.
	3. A school where dealing with students in a consistent manner is encouraged.	Teaching staff implement the behaviour policy consistently.	Teaching staff, parents and students report teaching staff apply the behaviour policy consistently and that this promotes good behaviour.

atmosphere and the effects of consistency on promoting good behaviour and supporting students with SEBD.

Table 4.2ii overleaf presents the areas identified from the realist review and the themes identified from the preliminary study as salient to investigate in relation to the research question at the interpersonal level as parental involvement, relationships between teaching staff and students and the effectiveness or otherwise of lines of communication between members of school staff.

Table 4.2ii Initial Programme Theories of CMO configurations at the interpersonal level (informed by Timmins and Miller, 2007)

Broad area of enquiry	Context	Mechanism	Outcome
<i>Interpersonal Level</i> Do stakeholder relationships promote good behaviour?	4. The involvement of parents and carers is believed to be important in supporting students with SEBD.	Teaching staff liaise with parents. Information about student progress is shared with parents, any difficulties are shared at an early stage and positive problem solving to support students takes place.	Parents report liaison with school is good and they are aware of the strategies teaching staff are employing to support their child. Parents are aware of what they can do to support their child at school. Teachers report time is available to liaise with parents and that this is of benefit to students with SEBD.
	5. A school that believes good relationships between teaching staff and students is important in promoting good behaviour.	Teachers develop good relationships with students. When difficulties arise they have time to listen, discuss and problem solve with students. Students' views on supporting students with SEBD are taken into account.	Teachers develop a deeper understanding of the needs of students. Students feel teachers listen to, understand and respond to their needs. Parents feel teachers understand and respond to the needs of their children.
	6. Good lines of communication between teaching staff are believed to be important.	Teachers have time to discuss with other teachers particular approaches for specific students.	Teachers develop greater understanding of particular pupil needs and feel more capable of meeting them.

Table 4.2iii overleaf presents factors more at the individual level and includes the effect of teacher commitment to supporting students experiencing SEBD and the role of professional development. These areas were agreed to be the focus of evaluation with the 3+ Behaviour Group.

Table 4.2iii Initial Programme Theories of CMO configurations at the individual level (informed by Timmins and Miller, 2007)

Broad area of enquiry	Context	Mechanism	Outcome
<p><i>Individual Level</i></p> <p>Do the capacities, capabilities and motivations of the stakeholders promote good behaviour?</p>	7. Teaching staff are committed to meeting the needs of a diverse range of SEBD.	Teaching staff select from a range of behaviour management strategies and teaching strategies to support individual students. "Reasonable adjustments" are made to support students with particular needs	Teaching staff, parents and students are positive about the range of teaching and behaviour management strategies. Students feel supported and respected and they make progress with their behaviour and learning. Teaching staff are confident about making reasonable adjustments and novel strategies are developed and success monitored.
	8. A school where the professional development of teaching staff in SEBD is encouraged and valued.	Teaching staff receive professional development (e.g. training) in SEBD appropriate to their needs.	Teaching staff feel confident they can meet the needs of students with SEBD.

Methods of data collections were then developed to test these Programme Theories.

4.4 Methods

4.4.i Selecting the sample

Pawson and Tilley (1997) argue that realistic evaluators, who arrive with a theory of CMO configurations, however embryonic, are in a position to test the theory through identifying the subjects and practitioners who can provide local knowledge and information, and then talking to them.

To collect the data, the individuals who implement or are affected by the strategies and actions described in the behaviour policy, who operate within different contexts, and who may be aware of a variety of outcomes, were identified. This involved a purposive sampling strategy (Cohen et al., 2000), which sought to ensure that the sample included those who might indicate most distinctly the utility or otherwise of the behaviour policy and provide information relevant to the research questions. The programme specification suggests this would be a sample of students, teaching staff and parents or carers.

With respect to gathering data about hypothesised CMO configurations Pawson and Tilley (1997) draw a useful distinction between subjects, practitioners and evaluators. In the current study the students are the subjects of the behaviour policy. They are likely to know a lot about mechanisms, as they are daily observers and/or on the receiving end of the strategies designed to promote good behaviour, and they will “know” whether these espoused strategies are indeed enacted, and the effect these strategies, as enacted, have on them personally. They will also have a view, as observers, of the behaviour policy in action. Contextual differences, such as the age of the students, their general engagement with learning, or differences between

teacher styles, can potentially be elicited by gaining information from students. However, students have only a 'fixed position' within the programme; they have a personal view from their position in the school system, alongside a more limited view of the experience of other stakeholders. Therefore, the sampling strategy sought subjects who had varying experiences of the behaviour policy, ranging from those students experiencing SEBD who had received considerable individualised support, to those who were not described as experiencing SEBD (but with an emphasis on the former group). As in the preliminary study, students with a range of ages from 11 to 15 were also selected to accommodate any age or maturational effects.

The practitioners in the current study comprise school staff (including teachers, teaching assistants, learning mentors, SLT and the Parent Liaison Adviser). These stakeholders translate the behaviour policy into practice. They interpret and adapt the policy in the light of their own theories (C) about managing behaviour; they will have had successes and failures (Os), and have ideas about when and for whom the actions and strategies described in the behaviour policy (Ms) work. Practitioners were sampled from different levels in the school organisational hierarchy (from members of the SLT to teaching assistants), subject areas, year groups and length of experience in the school to provide a wider range of data to test the programme specification.

Parents, although strictly neither practitioners nor subjects of the behaviour policy clearly have an important role in supporting, both their children and the school regarding the effective implementation of the policy.

The views of 8 students 7 parents and 10 members of school staff were gained. In order to gain a variety of perspectives of the behaviour policy students were selected

from three different groups as either experiencing significant SEBD, low level SEBD or no SEBD. As in the preliminary study, the student sample was selected by examining the school SEN register and in discussion with the Inclusion Manager at Willow Park, in order to produce a sample that would potentially have a variety of perspectives on the research question:

“with qualitative research, people, texts or events are not necessarily selected as being representative or normal instances. It is more likely than is the case with quantitative approaches that the selection will try to include special instances – ones that are extreme, unusual, best or worse. This allows the qualitative researcher to get ‘maximum variation’ in the data that are collected, a broad spectrum rather than a narrowly focused source of information. This, of course, accords with the spirit of qualitative research and its quest for explanations which encompass complexity, subtlety and even contradictions”

(Denscombe, 2003 p 26).

The student sample is described below.

1. Four students for whom modifications were being made to address SEBD. This group included three pupils who were receiving additional support within mainstream classrooms and who had a Statement of Special Educational Needs, and a pupil being educated away from the school at a Community Centre. These pupils were selected from those whom teaching staff had the greatest difficulty managing, some of whom had already received fixed-term exclusions from the school. These students were selected to provide data about the behaviour policy which, within the school context, had not provided successful outcomes for them.

2. Two students were selected from a sub-set who were considered by school staff to need some additional support at some times, who may have received a small number of fixed term exclusions but whose difficulties were not as great as those in

the first group. These students identified as experiencing low level SEBD had Individual Education Plans (IEPs) at the School Action level of the SEN Code of Practice (DfES, 2002) in place for at least two years. It was considered likely these students would be able to provide data about mechanisms and contexts that were providing variable outcomes for them and to provide information about what was, or could be successful and under what circumstances.

3. Two students who were considered by school staff to have progressed well at school needing little, if any, additional support comprised the rest of the sample. This sub-group was included to provide information about mechanisms and contexts that were generally successful, as well as areas for development or inconsistencies in the application of the behaviour policy from the perspective of students judged to be succeeding in school.

Table 4.3 Student sample by year group, sex and level of SEBD

Year	No SEBD	Experiencing low level SEBD	Experiencing significant SEBD	'n'
7			1 (male)	1
8	1 (female)			1
9		1(male)	1(male)	2
10		1(female)	1(male)	2
11	1(male)		1 (female)	2
'n'	2	2	4	8

The parents of each of these students also gave their permission to be interviewed.

The parental sample was also considered likely to have varying experiences of the school behaviour policy resulting from the different experiences of their children. All parents of the student sample were interviewed, except for the parent of one student

experiencing significant SEBD as a result of a long series of difficulties arranging a mutually convenient time to complete the interview.

The permission letter for parents is included in Appendix X, an information sheet for students is included in Appendix XI, and the permission sheet for students is included in Appendix XII

The ten members of staff interviewed included three members of the SLT, three teachers, three teaching assistants and the parent liaison advisor (PLA). Interviews were arranged by the Inclusion Manager at times convenient to the members of staff.

Of the three members of the SLT interviewed, one had been working at Willow Park for 12 years and had significant experience of teaching students experiencing SEBD. Prior to the revision of the behaviour policy he had held pastoral responsibility for students in Year 10 and Year 11 and had been instrumental in the setting up of a short-term off-school centre for students experiencing significant SEBD. The second member of the SLT interviewed had been working at Willow Park for nine years, with four years experience as the school Inclusion Manager. As a result she had significant experience coordinating support for students experiencing SEBD, for instance through communicating the nature of students' SEN to class teachers, through coordinating additional teaching assistant support and through meeting with students and their parents in school. The third member of the SLT interviewed had been at Willow Park for less than a year, but had been appointed as a Deputy Head with pastoral responsibility across the school on the basis of the relevant experience of SEBD he brought from his previous school.

Of the three teaching assistants interviewed, two worked with students experiencing SEBD as the major part of their role and both had worked at Willow Park for over five years. The third teaching assistant had been at the school for one year and although she had not worked directly with students experiencing SEBD, she had worked in classes that included children experiencing such difficulties.

Two teachers in the sample had worked at the school for less than two years, one of whom had been teaching for over 20 years and the other was newly qualified when he started at Willow Park. The third teacher had 11 years experience working at Willow Park. All the teachers interviewed had at least some experience teaching children experiencing SEBD.

The parent liaison adviser had been at the school for 10 months and the main part of her role was supporting and liaising with students experiencing SEBD, their families and their teachers.

4.4.ii Research instruments

The data for the study were collected using semi-structured interviews (these are included in Appendices XIII, XIV and XV respectively for students, staff and parents). The interview schedule was structured around the eight CMO configurations under investigation, with flexibility in the attention and amount of time given to each item depending on the respondent's engagement and ability to provide information about it.

An introductory script, associated prompts and closing comments (Robson, 2002) were included to support conversational flow and to bring some consistency to the interviews, whilst still sharing conversational control with respondents and avoiding

imposition of a level of structure which might constrain their communication of their experiences and views. Lincoln and Guba (1985) draw attention to the importance of preparing the opening for an interview, maintaining good pace and a flowing conversation and rounding off the interview positively, which I adhered to.

These interview schedules were piloted on two children, two parents and two teachers from a different secondary school in the course of their development. As a result the manner in which the Programme Theories was presented was simplified. When the semi-structured interviews were piloted the Programme Theories as originally developed in Section 4.3 were presented and discussed. However, for some respondents the language used was overly complicated. The simplified Programme Theory statements used in the study are included in Table 4.4 overleaf, and were developed jointly with a parent and student, and piloted further with an additional parent and student.

The interviews were divided into two sections. Section one included six to eight open ended questions. For instance for staff these included *“Why did you choose to come and work at this school?”* and *“What would you tell a friend or colleague considering applying for a job here?”* The purpose of these questions was to draw out from the participant their general feelings about the school, and to give time for them to think about this, before asking more specific questions in Section 2.

A ‘realist interview’ (Pawson and Tilley, 1997) format was used to structure these conversations, discussed further in Section. 4.4.iii below.

4.4.iii Realist interview

To reduce the potential for misperceptions on the part of the interviewer regarding what the respondent has said (or has meant by what s/he said) and/or misperceptions on the part of the respondent regarding what has been asked, two realist interview techniques were used.

Table 4.4 The eight Programme Theory's as presented to respondents

Programme Theory	Context	Mechanism	Outcome
1	A school that wants to help students behave well.	Teachers help students, students follow the rules and parents support this.	The school does a good job at promoting good behaviour
2	A school that has a positive atmosphere	Teaching staff reward students for good behaviour	Students like the positive rewards and behave well
3	A whole school approach to behaviour	Where teachers consistently use similar strategies	Results in good behaviour in all lessons
4	The school wants to work with parents	The school wants to work with parents	Parents can help their child do well in school
5	Teachers think good relationships with students are important	Teachers talk to and listen to students	Teachers understand students and students feel listened to and that teachers understand them.
6	Teachers have opportunities to talk to each other	Teachers share information about how to help students behave well	Teachers are able to help students
7	Teachers are committed to helping all students	Teachers try out different strategies to help students	Students feel supported and that they are making progress
8	A school where training for staff is seen as important	Teachers get training	Teachers are confident with SEBD

These involved the sharing of the general theoretical ground being explored in the study with the interviewee at the beginning of the interview (*teacher-learner function*), and then at the end of the interview offering the interviewee a formal description of my interpretation of their thinking, followed by an opportunity for each, in turn, to explain and clarify that thinking (*conceptual refinement process*) (Pawson and Tilley, 1997).

By sharing explicitly the evaluator's hunches and ideas about 'what bit of a program works best for which subjects in what circumstances' Pawson and Tilley (1997) claim it is more likely the respondent and researcher will be 'on the same wavelength'. The respondent does not need to spend time wondering about what the questions are getting at or trying to 'second guess' what sort of answers the interviewer would like. An attempt is made to summarise the respondent's reasoning and the potential implications of this within the lines of the investigation by the investigator, so that the respondent can reflect on this and correct or clarify, as appropriate. Offering this opportunity to clarify thinking aims to increase the potential for mutual understanding to emerge.

To this end each of the eight programme theories was presented to each respondent in simplified form. The participants were given individual laminated cards with each of the eight Programme Theories printed on so that the interviewee could refer to these while we talked about them. I also had copies of the original version of each of the theories to refer to, in order to ensure all the details relevant to each theory were covered and that the respondent understood the intended meaning of each theory as

far as I could tell. Each was discussed to support the respondent's understanding of the theory. As part of the teacher-learner function, I explained to each participant that the eight Programme Theories seemed to be a "good guess", or "hunch", about factors promoting good behaviour at Willow Park School, and that the purpose of the interview was to find out what the participant thought of each of these theories in greater detail. I explained that there were no right or wrong answers regarding the theories, and that I was very interested in any thoughts or opinions about them that the interviewee had.

Thus I discussed each of the theories in general with each participant, checking for understanding and as a framework for thinking about factors supporting good behaviour in general, and for students experiencing SEBD in particular at Willow Park. All participants were then asked to rank the Programme Theories into the order they believed most to least important for promoting good behaviour. The purpose of this was to attempt to engage the interviewee further in actively thinking about each of the theories through the process of comparing and considering what they judged to be the relative importance of each. In addition, through recording the priority order given by each interviewee, there was potential to gain an indication of the areas judged to be most important by staff, parents and children in promoting good behaviour and supporting students with SEBD at Willow Park.

Each interview was digitally recorded, but not fully transcribed. A framework to record responses in a format representing CMO configurations under investigation was developed, which is included in Appendix XVI for reference. I then listened to each recording on the same day as the interview had taken place (while the conversation was still fresh in my mind) and transcribed into the recording grid information relevant

to the eight theories. The transcription for the SLT is included in Appendix XVII as an exemplar. The completed recording grids were then shared and discussed with a trainee educational psychologist, particularly regarding the identification of CMOCs, in order to increase the trustworthiness of the analysis completed.

4.4.iv Reflexivity

Reflexivity refers to the process through which the researcher reflects upon his own contribution to the construction of meaning throughout the research process and his awareness of the impact of his involvement upon the work (Cohen et al., 2000)

Reflexivity is important because it suggests the researcher must:

“explore the ways in which a researcher’s own involvement with a study influences, acts upon and informs such research”

(Nightingale and Cromby, 1999, p 228).

Throughout the research process I have reflected on how my own values, beliefs, attitudes and experiences have shaped the research:

“a self-conscious awareness of the effects that the participants –as practitioners-and-researchers are having on the research process, how their values, attitudes, perceptions, opinions, actions, feelings etc. are feeding into the situation being studied... The participants –as practitioners-and-researchers need to apply to themselves the same critical scrutiny that they are applying to others and to the research”

(Cohen et al., 2000, p 239).

At the epistemological level this has included considering how the design of the study and the method of data analysis has ‘constructed’ the data and the findings.

This is discussed further in Sections 4.4.v and 4.4.vii.

4.4.v Trustworthiness of the interview data

All research needs to be tested for its validity and consideration given to whether the research methods measure what is intended and how confidently the data collected can be believed and trusted.

There are many potential threats to validity and reliability when using interviews.

The advice from Robson (2002, p 274) was heeded to:

- listen more than speaking;
- ask questions in a straight forward, clear and non threatening way;
- eliminate cues which lead interviewees to respond in a particular way; and
- to show interest in what the interviewee is saying.

In addition, a particular threat to validity is the tendency for interviewees to give biased responses, systematically understating or overstating particular attributes (Lansing, Ginsberg and Braaten, 1961). Bias can also arise from characteristics of the interviewer (such as a tendency for the interviewer to seek answers that support preconceived notions) and the content of the questions themselves (which may be misperceived or misunderstood by the respondent). The teacher-learner function, and conceptual refinement process, employed as part of a realist interview, has reduced these potential treats to validity.

Oppenheim (1992) (from Cohen et al, 2000), suggests several critical potential causes of bias when conducting an interview:

- biased sampling;
- poor rapport between interviewer and interviewee;

- changes to question wording;
- poor prompting and biased probing;
- poor use and management of support materials, such as cards
- alterations to the sequence of questions;
- inconsistent coding of responses;
- selective or interpreted recording of data/transcripts; and
- poor handling of difficult interviews.

In the realist interviews completed, careful attention was paid to maintaining good rapport, and none of the interviews proved to be difficult. To this end the order that questions regarding the eight theories were asked varied depending on the respondent's view about the relative importance of each, in order to follow the respondent's particular hunches and to provide flow to the conversation. In addition, measures were taken to reduce the potential for confirmation bias (Maccoun, 1998) operating through the interview process itself, or in the selective interpretation of the interview responses to support any preconceived notions regarding the operation of the behaviour policy. The former risk was addressed within the structure of the interviews, where it was explained that each Programme Theory was indeed only a theory about supporting SEBD at Willow Park, and that the purpose of the discussion was to learn if the respondent agreed with all or part of each theory, or whether they had different theories, alternative explanations or ideas. In the analysis, I sought actively to find cues or evidence that ran counter to the programme theories.

4.4.vi Data analysis

Semi-structured interviews produce a large volume of qualitative data that must be analysed in a systematic way. Four categories of qualitative analysis were considered for the current study from Crabtree and Miller (1992), whose typology is based upon levels of structure and systemization involved in the analysis.

The most systematic are quasi-statistical approaches, in which words or key phrases are counted to determine the relative importance of different terms and ideas. A typical approach would be content analysis (Denscombe, 2003). This approach appeared potentially too structured in the context of the current study, in which single occurrences of CMOCs could potentially provide information relevant to the eight theories being investigated.

Next are template approaches. Here, key codes are derived that serve as a template for the data analysis. The codes arise from theory or the research questions. The codes form a template for the data analysis, although they may be altered during the analysis. The text is then analysed for segments that provide empirical evidence for the template categories. This is termed matrix analysis (Crabtree and Miller, 1992), in which a priori codes relating to research purposes or hypotheses are used to structure the interrogation and organisation of the data.

The last two approaches typified by Crabtree and Miller (1992), are less structured: editing approaches where the codes are derived from the researcher's interpretation of the text; and immersion approaches where the researcher does the interpreting, drawing on personal intuition and insight.

The current study has employed a matrix approach, in order to provide a systematic framework to the qualitative data analysis. With regard to a realist understanding, phenomena are seen to exist objectively in the world with somewhat stable relationships between them, but which vary according to local contextual circumstances (Miles and Huberman, 1994). Thus, any data analysis is required to demonstrate mechanisms in action, and in addition the particular set of circumstances (context) in which mechanisms can occur.

That is, a generative view of causation is assumed (as discussed in Section 2.7.i):

“we aim to account for events, rather than simply to document their sequence. We look for an individual or a social process, a mechanism, a structure at the core of events that can be captured to provide a causal description of the forces at work”

(Miles and Huberman, 1994, p 4).

Thus, a realist analysis has the potential to identify mechanisms in complex social programmes at the local level of programme implementation. Crabtree and Miller (1994) suggest qualitative data analysis necessitates three concurrent activities: data reduction, data display and conclusion drawing and verification. This process took place in the current study.

In order to address Miles and Huberman’s (1994) requirement of transparency of the analysis process and its demonstrable relevance to the research question the following five steps were completed systematically:

1. transcription of relevant comments from each recorded interview into recording grid as a context, mechanism or outcome for each Programme Theory;

2. combining the transcribed responses for all interviewees from each of the stakeholder groups (SLT, teachers, teaching assistants, students, parents, parent liaison adviser) into a single table for each group;
3. analysis and extraction of the key findings from the transcribed responses for each stakeholder group for each Programme Theory;
4. combining the extracted findings for all stakeholder groups in tabular form relating to each of the eight Programme Theories;
5. analysis and conclusion drawing from the findings in relation to the realist synthesis, the research question, and behaviour policy development at Willow Park.

Thus, comments made by each interviewee which identified a potential context, mechanism or outcome (and suggested configuration between them if evident) relevant to each Programme Theory were transcribed from the recording of the interview into the relevant section of the recording grid for semi-structured interview responses. This recording grid was developed before the interviews were started as a support for the initial analysis of the data in terms of contexts, mechanisms and outcomes. As I listened to each interview, relevant comments were transcribed verbatim into the appropriate section of the recording grid (a copy of a blank recording grid is included in Appendix XVI for reference). As the collection of the research data progressed, completing the coding frame following each semi-structured interview demonstrated whether good data were being collected for each

Programme Theory, or whether the questions needed some modification to improve the data collected.

Following the advice of Rubin and Rubin (2005) to “*put into the transcript only the level of detail we are likely to analyze*” (p 204), the whole of each interview was not transcribed as information that did not relate to the Programme Theories under test was not considered relevant to the current study. As the research is theory-based, data are reduced at an early stage, on the basis of the relevance they hold for developing the theories of the enquiry. Therefore, the first level of analysis took place while I listened repeatedly to each recorded interview, identifying comments relating to potential CMOCs to include as relevant data. However, as the interviews were designed to elicit and elucidate CMOCs related to the eight Programme Theories the majority of comments from the interviews were in fact relevant and therefore transcribed.

Once all the interviews for a respondent group had been completed, the comments made by each interviewee from that group were collated together into a single table. By organising the responses in one place it was possible to read through the information provided by these different stakeholders in relation to the behaviour policy, and to consider similarities and differences in ideas and mechanisms that are identified, different contextual understandings and the implications of these for the successful implementation of the behaviour policy. The analysis I had completed in terms of CMOCs was discussed and negotiated with a trainee educational psychologist at this point. Then, in order to refine and render the data more manageable, a second level of analysis was completed in which I identified the key points the respondents were making from the transcribed comments. These key points were included in blue type at the end of each section relating to each of the

eight theories. The interview transcription and analysis for the three members of the SLT who were interviewed is included in Appendix XVII as an exemplar. The analysis I completed was discussed, negotiated and agreed with an EP colleague and then two members of the 3+ Behaviour Group (a TA and the Senco) at this point.

The fourth step in the analysis of the data was to display the results in a way that made it possible to consider the identified CMOCs in relation to each Programme Theory and communicate these in an accessible way to staff at Willow Park tasked with development of the behaviour policy. Thus, the key points identified from each stakeholder group were combined, and the results from all the stakeholder groups for each theory presented in tabular form. These were presented in eight tables, corresponding to each Programme Theory. The findings from each of the stakeholder groups (SLT, teachers, teaching assistants, students, parents, parent liaison adviser) are presented separately within each table. This is because each group, having a different position within the school system, has a different knowledge and view regarding the Programme Theories (Pawson and Tilley, 1997). An analysis of the findings contained in each results table has been completed in terms of identified CMOCs, consideration of the implications for the status of each Programme Theory and the development of the behaviour policy at Willow Park and is reported in Chapter 5.

4.4.vii Trustworthiness of the data analysis

I took heed of the potential threats to the validity of the analysis that are inherent in human nature described by Robson (2002). These include the tendency to ignore information that conflicts with hypotheses already held, the tendency to give more

weight to initial impressions, and the tendency to interpret co-occurrence as strong evidence for correlation. Robson warns the researcher that:

“you have to be able to demonstrate how you got from the data to your conclusions...the reliability and validity of your interpretation is a serious concern”

(Robson, 2002, p 459).

In order to reduce such risks, as described in Section 4.4.vi, the analysis was completed systematically.

With regard to being a reflexive researcher, although I had sought to clarify interviewee responses through the ‘conceptual refinement process’, and heeded the advice of Robson (2002), I was aware that the data analysis drew significantly on my interpretation of the respondents comments. Once I had completed the transcription of the interviewee comments in term of CMOCS (step 2) my interpretation was shared, discussed and negotiated with a trainee educational psychologist. Then, when I had completed the identification of the key points for all the interviewees (step 3) these were shared with an educational psychologist colleague and then separately with a teaching assistant and Senco representative from the 3+ Behaviour Group. Any alternative interpretations of the interviewee responses were discussed and agreed. This process was completed, following the advice of Lincoln and Guba (1985), to check the trustworthiness and credibility of my analysis.

4.4.viii Ethical considerations

The same ethical considerations were applied as described in the preliminary study (Appendix 1). Due to the developing focus of the research, I re-completed the University of Birmingham Ethics Form in November 2009, which was formally

submitted to the University and ethical approval granted. This is included in Appendix XXV. The Ethics Committee of the British Psychological Society (BPS) provides a 'Code of Ethics and Conduct' (2009) that specifies ethical standards for psychologists in their work, including conducting research.

The BPS guidelines provide a 'Standard of Protection of Research Participants' and state that psychologists should:

"consider all research from the standpoint of the research participants, for the purpose of eliminating potential risks to psychological well-being, physical health, personal values, or dignity"

(BPS, 2009, p.18).

The British Educational Research Association (BERA) has produced 'Revised Ethical Guidelines for Educational Research' (2004):

"to enable educational researchers to weigh up all aspects of the process of conducting educational research within any given context (from student research projects to large-scale funded projects) and to reach an ethically acceptable position in which their actions are considered justifiable and sound"

(BERA, 2004, p.4).

These revised guidelines seek specifically to include the field of practitioner research, as a number of distinct ethical challenges present themselves when completing such research. BERA considers that educational researchers should operate within an ethic of respect for any persons involved directly or indirectly in the research they are undertaking. The BERA guidelines in this area, along with the implications for the current research project, are developed in Table 4.5.

Table 4.5 Ethical Guidelines developed from BERA (2004)

Guideline	Implications for the research project
Voluntary Informed Consent	All those involved have given voluntary, informed consent before the research started. The process in which they are to be engaged was explained to participants, including why their participation was necessary, how it has been used and how and to whom it will be reported. I considered the extent to which the dual roles of educational psychologist and researcher can potentially impact on pupils and staff, and addressed how the dual role may also introduce explicit tensions in areas such as confidentiality. Students were asked to give their own consent, as well the consent of their parents/carers being required. Consent was not purely on the basis of a failure to object, and consent could be withdrawn at any point until the data was analysed.
Deception	Deception or subterfuge should not be used unless the research design specifically requires it to ensure that the appropriate data are collected, or the welfare of the researchers is not put in jeopardy. For the current study, the design did not require this.
Right to Withdraw	Participants were informed at the outset of their right to withdraw at any time, and with no reason given. BERA suggest that any decision to persuade participants to re-engage should be taken with care, as researchers should not use coercion of any form to persuade participants to re-engage with the work. No participants chose to withdraw from the study.
Children, Vulnerable Young People and Vulnerable Adults	Here, articles 3 and 12 of the United Nations Convention on the Rights of the Child are stated. Article 3 requires that in all action concerning children, the best interests of the child must be the primary consideration. Article 12 requires that children who are capable of forming their own views should be granted the right to express their views freely in all matters affecting them, commensurate with their age and ability. The current study has allowed this. All participants were able to understand the part they were taking in the research process and to express their views.
Incentives	These were not be used in the current study because of the potential their use has in creating a bias in sampling or participant responses.
Detriment Arising from Participation in Research	Here, researchers must take steps to minimise the effect of designs that advantage one group of participants over others (for example, this is a possibility in experimental studies where one group of participants receives an intervention that a control group does not).

	<p>If there is any predictable detriment to the participants they should be informed of this. No particular detriment appeared to arise from my research, as it involved no control or experimental group. Interviews were potentially upsetting for the students experiencing SEBD, as they were experiencing difficulty in school which was potentially affecting their placement at the school. The students were asked to identify a member of staff to go to after interviews if they needed to talk about their involvement or the responses they had made, and were re-assured of anonymity as far as possible within safeguarding guidance.</p> <p>As far as was possible, interviews (particularly for students) were arranged at a time convenient for the participant that did not involve missing other important activities, such as key lessons.</p>
Privacy	<p>The information collected was stored anonymously, and kept securely in a locked filing cabinet. Information kept on computer was on a Local Authority computer system, which is password protected and accessible only by me.</p>
Disclosure	<p>If behaviour had been reported during the study that was likely to be harmful to the participants or others, disclosure would have been considered carefully in accordance with the Local Authority child protection procedures, of which I am fully aware.</p>

CHAPTER 5: PRESENTATION AND DISCUSSION OF THE FINDINGS

5.1 Introduction

The purpose of this research study has been to evaluate a behaviour policy through developing and testing theories regarding its operation. Eight Programme Theories were developed from the themes identified in the preliminary research and the realist synthesis reported in Chapter 3. A methodology for collecting data to test the theories was presented in Chapter 4 and semi-structured interview schedules developed that incorporated the realist interview techniques of a ‘teacher learner function’ and ‘conceptual refinement process’ (Pawson and Tilley, 1997). This Chapter presents the findings derived from the interviews completed in the main phase of the research study. From this analysis, the Programme Theories of how good behaviour is/can be promoted at Willow Park School are reviewed, amended and developed as appropriate.

As noted in Section 4.4.vi, Miles and Huberman (1994) emphasise the importance of displaying results in a way that addresses the research question, which in the current study has been:

How can the behaviour policy at Willow Park School promote good behaviour throughout the school and support students experiencing SEBD?

5.2 Reporting the results

Each semi-structured interview followed the three-step procedure described in Section 4.4.iii: a number of background questions were asked; the interviewee ranked the eight Programme Theories in terms of perceived importance; and a

discussion related to each theory was held. The majority of the interviews took between 45 and 75 minutes. Shepherd (2010) notes that, when completing such a realist interview, employing the teacher learner function and the conceptual refinement process (Pawson and Tilley, 1997) could be challenging and tiring for the respondent:

“Asking the interviewee to talk about their own thinking in the context of the researcher’s shared theories is something that takes time to understand and develop within the interview relationship. The researcher found that some of the practitioners found this is easier to do than others”

(Shepherd, 2010, p 193).

This was also my experience when completing the interviews. As a result, the level of detail in which the theories were discussed varied between interviews, depending on the respondent’s level of understanding and engagement. However, I am confident that the core element of each theory (for example, the importance of a school that actually wants to help support students experiencing SEBD being the core element of Theory 1) was understood by all respondents. Also, the number and order of the prompt questions asked for each theory varied between interviews as a function of the respondents understanding of the theory and whether the area had already been covered in an earlier question. As advised by Robson (2002), it was important to keep a flow in the conversation during the interview.

The responses to the background questions included in Section 1 of the semi-structured interview were transcribed into the CMO recording grid (Appendix XVI) if relevant to a particular theory. The results of the ranking activity are reported in the next Section.

5.3 Ranking the Programme Theories

Parent 4 and Teacher 2 did not want to complete the ranking activity, as they did not feel able to differentiate between the Programme Theories in terms of relative importance, judging all to be important. All the other participants, although willing to rank the Programme Theories, commented that all the Theories had at least some importance. Individual interviewee's ranking of each of the eight Programme Theories is included in Appendix XVIII. The combined ranking scores for all interviewees from each stakeholder group, and the range within each group, is presented in Table 5.1 overleaf.

The results of the ranking activity indicate that overall, contextual factors at the whole school level were reported to be particularly important by all the stakeholder groups for supporting good behaviour. Programme Theories 1, 2 and 3 (which relate to factors at the whole school level) were ranked highest overall. Although the eight Programme Theories were not initially organised into any particular order (other than theories appearing to relate the school level, interpersonal level and individual level being presented together), and were given to respondents on laminated cards in a random order, the results of the ranking activity correspond quite closely to the initial ordering (Tables 4.2.i, 4.2.ii and 4.2.iii). Overall, the Programme Theories relating interpersonal relations (Theories 4, 5 and 6) were ranked next, followed by more individual factors (Theories 7 and 8). These results reflect an ecosystemic view of SEBD, and research findings and policy recommendations (for example Ofsted 2008; DfE, 2011b; Lund, 1996 and Fletcher-Campbell, 2011) discussed in the realist synthesis in Section 3.3.

Table 5.1 Overall ranking and range of the perceived relative importance of each Programme Theory by respondent group

	School level			Interpersonal level			Individual level	
Rank (range in brackets)	1 Inclusive school philosophy	2 Positive school atmosphere	3 Consistency application of the behaviour policy	4 Involvement of parents/carers	5 Positive staff-student relationships	6 Good communication between teaching staff	7 Range of strategies used	8 Professional development
SLT	1 (1-4)	3 (2-6)	2 (1-4)	5 (4-6)	3 (3-7)	8 (5-8)	5 (3-8)	7 (2-8)
Teachers	1 (1)	7 (5-7)	2 (3-4)	3 (3-5)	4 (2-8)	4 (2-8)	6 (4-7)	7 (6)
TAs	1 (1-5)	6 (2-7)	2 (1-6)	3 (2-5)	4 (1-6)	4 (3-7)	8 (4-8)	6 (4-8)
Students	1 (1-6)	1 (1-6)	3 (1-7)	7 (1-8)	4 (2-7)	5 (2-8)	6 (2-7)	8 (2-8)
Parents	4 (1-8)	1 (1-3)	5 (1-8)	2 (1-4)	3 (1-5)	5 (5-8)	8 (3-8)	7 (6-7)
PSA	2	4	1	3	5	6	8	7
Overall ranking	1	3	2	4	4	6	7	8

5.4 Findings from the main study

After discussing and asking questions related to each theory I summarised what I understood to be the participant's view of the theory; that is the 'conceptual refinement process' (Pawson and Tilley, 1997, p.165) discussed in Section 4.4.iii. As the interviewer, I found this process very helpful in considering what the interviewee had intended for me to understand, and quite frequently the respondents wanted to clarify what I summarised to them, for instance saying "Yes, that's right, but I also think..."

The tabular analyses of the key points made by each stakeholder group relating to Programme Theory 2 to Programme Theory 8 are included in Appendices XIV to XXV. The analysis for Programme Theory 1 is included in Section 5.4.i overleaf as an exemplar. Each table is presented with original Programme Theory in black font at the top, followed by the simplified version used in the semi-structured interviews in red font.

The purpose of this study has been to illuminate, through a bioecological (Bronfenbrenner, 1995) analysis that includes factors at the individual, interpersonal and wider systemic level, contextual conditions under which the mechanisms for promoting good behaviour and supporting students experiencing SEBD are more likely to result in good outcomes. Therefore, the comments made by the interviewees have been analysed in terms of potential CMOCs, and the implication of these for the Programme Theory considered. My completed analysis for each of the eight Programme Theories was presented and discussed with the Inclusion Manager and Deputy Head with pastoral responsibility at Willow Park and a revision of each Programme Theory agreed. The revised Programme Theories formed the basis of a

development plan for the behaviour policy to be taken forward by the 3+ Behaviour Group.

5.4.i Programme Theory 1

The analysis of the interviewee comments for Programme Theory 1 is presented in Table 5.2 overleaf.

All the respondents agreed with this theory that there needs to be an inclusive philosophy in order for the school successfully to support children experiencing SEBD. As noted in Section 5.3, this theory was judged to be the most important condition for promoting good behaviour and supporting SEBD at Willow Park. Positively, all the respondents also reported the belief that Willow Park School has such an ethos, and that as an overall outcome, the support for children experiencing SEBD and their resulting engagement with the curriculum was generally excellent (O).

The SLT noted the revised behaviour policy promotes an increased sharing of responsibility for maintaining good behaviours throughout the school community (C), through encouraging earlier intervention at the classroom level by teaching staff (M) and through the expectation that more interventions be put in place Learning Leaders and Heads of Department before a referral is made to SLT (M). This is a change of context from the previous system where responsibility for maintaining good behaviour could be passed on more quickly, with the aim of encouraging all members of the school community to feel responsible for the behaviours of all students, and therefore increasing the inclusive ethos of the school (an outcome and a further change to the context).

Table 5.2 Analysis of semi-structured interview results for all stakeholder groups for Programme Theory 1

Theory 1	Context	+	Mechanism	=	Outcome
	<p>A school that has an inclusive philosophy regarding students with SEBD that is reflected in the behaviour policy.</p> <p>A school that wants to help students behave well.</p>		<p>Teachers, students and parents are aware of the behaviour policy, they are positive about it and they implement it.</p> <p>Teachers help students, students follow the rules and parents support this.</p>		<p>Teaching staff, students and parents believe the behaviour policy promotes good behaviour effectively, and progress made by students is attributed to the behaviour management strategies used.</p> <p>The school does a good job at promoting good behaviour</p>
	<p>SLT</p> <p>A change to the behaviour policy that encourages more interventions be put in place by the Learning Leaders and Heads of Department before referring on to SLT</p> <p>Being certain that the school does not have outstanding behaviour by default. We are expecting to change the students behaviour.</p> <p>Supporting students with SEBD is the responsibility of the whole school community (a change of context from the previous system where responsibility could be passed on). The adults best placed to improve behaviour are those who work directly with the students in the classroom.</p> <p>A focus on respect.</p> <p>Behaviour policy maybe applied more in KS3.</p>		<p>The behaviour policy has been communicated to staff through INSET and through SLT referring to it.</p> <p>Separate the sanction given for poor behaviour from the support that will then be provided for students to help them behave more appropriately in the future. For example the teacher could structure the lesson in a different way, or differentiate the lesson materials more appropriately.</p> <p>A group meets in school to review the behaviour policy.</p> <p>All staff are expected to read and implement the mechanisms and processes described in the Behaviour Policy.</p> <p>One off interventions, such as requiring students to earn a 1000 point to go to the prom can be very effective.</p>		<p>More behaviour difficulties are dealt with in departments, although some staff continue to go directly to the Director of Personal Development rather than tackling the behaviour themselves.</p> <p>Teachers are becoming more aware of the behaviour policy. It is taking time for all staff to implement the new system.</p> <p>Members of SLT may make use of the behaviour policy less because of their position of authority.</p> <p>School systems have been changed to increase responsibility for dealing with behaviour at the classroom level.</p> <p>Students not handing in homework is a particular concern.</p> <p>OFSTED has rated behaviour in the school as 'outstanding', but for a small number of students SEBD affects their access to the curriculum.</p> <p>The incident log is helping to reduce poor behaviour. It provides useful information to share with parents and can be used to look for patterns in behaviour, for instance incidents of poor behaviour happening in particular lessons. It only works if teachers fill out the incident forms.</p> <p>For some students with more complex difficulties a situation can become 'stuck' and there is little change over a long period of time.</p> <p>Outcomes for students continue to be varied as the school moves to a new system. The aim is to change the hearts and minds of teaching staff that may be locked in to an older system i.e. change staff attitudes.</p>

Theory 1	Context	+	Mechanism	=	Outcome
<p>Teachers</p> <p>A culture accepting of an increase in low level disruption.</p> <p>If students compare their behaviour to those with SEBD, the norm of good behaviour in the school deteriorates over time.</p> <p>Assumption that 6th form students are more personally motivated</p> <p>A small group of very disruptive students.</p> <p>A system which enables praise and commendation but does not necessarily 'promote' good behaviour</p> <p>The majority of students, parents and teachers believe that this is a good school.</p> <p>Teachers have high expectations of students.</p>			<p>Teachers chose to deal with behaviour in their own way in the classroom, referring only to the principles in the Behaviour Policy.</p> <p>Mechanisms are less clear in the 6th form</p>		<p>Low level disruption by a minority of students interrupts the learning of the majority.</p> <p>If there is little sense of students with SEBD being 'held to account' a message is given to all students that weakens the behaviour ethos in the school over time.</p> <p>Behaviour in the school is remaining constant over time</p> <p>Consequences are not always followed through and students are given too many chances.</p> <p>Students who consistently behave well are not recognised for this.</p> <p>Students are proud of the school.</p> <p>No systematic review mechanism when students are reintegrated.</p> <p>School places are sought after.</p>
<p>Teaching Assistants</p> <p>Teaching assistants are told teachers are responsible for behaviour in the classroom.</p> <p>Strong school identity</p> <p>A friendly school with lots going on.</p> <p>The school wants to include students from a variety of backgrounds and with a variety of special educational needs.</p> <p>Teaching assistants do not have the same authority as teachers invested in them by the Behaviour Policy</p>			<p>New behaviour system is not communicated clearly to teaching assistants.</p> <p>Incident form only has tick box for verbal abuse to a teacher, not verbal abuse to a teaching assistant.</p> <p>Teachers indicate their respect for teaching assistants by thanking them for their work at the end of lessons.</p> <p>Teaching assistants are employed to support students with SEBD.</p> <p>All staff and students have the important parts of the Behaviour Policy in their planners.</p> <p>Teaching assistants cannot give students merits or detentions.</p>		<p>Teaching assistants cannot support teachers properly as they are not fully aware of the behaviour systems. Inclusion manager to think about how to improve communication with teaching assistants.</p> <p>The number of teaching assistants is increasing in school and the number of students experiencing behavioural difficulties is also increasing.</p> <p>Students, including those with SEBD, identify with the school and want to attend.</p> <p>Students do not view teaching assistants as having the same level of authority as teachers and may refuse to carry out directions and answer back.</p>
<p>Students</p> <p>Students view Willow Park as a good school that aims to help students experiencing SEBD.</p> <p>As students get older external rewards are used less and students are expected to work more independently.</p> <p>Some students want to be rebellious.</p>			<p>Parts of the behaviour policy are included in the students' planners. They are viewed as important and students should know them, but they are not always referred to by teachers.</p> <p>A diagram showing the 3 stages of behaviour intervention is posted on some classroom walls.</p> <p>Early intervention by teachers is more effective, and this is easier in more structured lessons.</p> <p>An offsite centre can be supportive for students experiencing significant SEBD.</p>		<p>Uniform cards are very effective.</p> <p>Poor behaviour happens more in mixed ability classes</p> <p>Behaviour is generally very good.</p> <p>Some students continue to find school difficult despite extra help.</p> <p>Teachers may put less effort into helping children who continue to experience difficulties.</p> <p>Students are generally very positive about school, even if they are experiencing behaviour difficulties.</p>

Theory 1	Context	+	Mechanism	=	Outcome
<p>Parents</p> <p>The school has a positive ethos and encourages good behaviour.</p> <p>Pressure for good academic results can hinder supporting SEBD.</p> <p>A negative media betrayal can work against viewing children positively.</p>	<p>Student needs to take responsibility for their own actions.</p> <p>Praise, encouragement and wearing the school uniform are important.</p>		<p>The school does a very good job at promoting good behaviour. The students follow the rules, there is good control by teachers and support is individualised – the school works to find strategies to support individual students.</p> <p>Students can be labelled if they are seen as disruptive. They may get blamed for things that are not their fault and they may give up trying to behave well if they are going to be blamed anyway.</p>		
<p>Parent Liaison Adviser</p> <p>The school has high aspirations for the students.</p> <p>There is a changing context from just an educational focus to an increased focus on social and emotional needs of students.</p> <p>Parents will have their own memories of secondary school which may not be positive. The school has a large number of staff, with different styles and priorities, and this can make communication for parents difficult.</p>	<p>Behaviour policy needs up dating to reflect this, for instance including the role of the Parent Support Adviser.</p> <p>A potential mechanism would be using peer support to improve behaviour.</p> <p>To be able to provide for basic needs, such as food or a shower and setting up students well for the school day.</p> <p>Parent Support Adviser helps parents to support their children, for example through the Common Assessment Framework.</p> <p>Parent Support Adviser helps parents to express their views to teaching staff</p>		<p>Teachers are becoming more aware of responsibility for supporting SEBD.</p> <p>Parents more confident to express their views to teaching staff and students with SEBD more likely to remain at the school. Teaching staff are more willing to listen to parents.</p>		

Thus, through the operation of the behaviour policy the SLT intended to ensure excellent student behaviour was not being displayed by default, rather that the implementation of the behaviour policy was supporting this. This echoes the school improvement/effectiveness movements, which followed the work by Rutter et al. (1979) that schools do make a difference to children's lives (Mortimore et al., 1998; Tizzard, 1988). The SLT report that, by revising the behaviour policy to reflect the new pastoral structures put in place (M), through involving members of the school community in its revision (M), and through communicating the revised behaviour policy to all staff through workshops (M), they believed that staff were becoming more

aware of the policy and the requirement to reflect more fully on the impact of teaching practice at the classroom level on promoting good behaviour and supporting students experiencing SEBD (O). As a result, the SLT reported more SEBD were being dealt with within subject departments (O). As an example of a development in practice a member of the SLT reported that an increased number of incident logs (an on-line record sheet completed by teachers following an incident of poor behaviour) were being completed by teachers, which was providing useful information aiding the identification of children beginning to experience SEBD difficulties early, and to share concerns with parents (O). The increased number of completed incident logs was also allowing a contextual analysis of patterns in behaviour (for instance within particular groups of children or in particular lessons). This aligns well with Wedell's (1995) focus on an inclusive education system being one that can consider the role and influence of the school context, and can subject its structures and procedures to on-going review and development. Such development is of benefit to the whole school community, not just those directly experiencing SEBD (Skrtic, 1991).

The SLT acknowledged that student outcomes continued to be inconsistent as the school moved to a new system and staff were applying the behaviour policy inconsistently (C). The importance of teaching staff being committed to the new system in order for it to be successful and the long term process of organisational change was acknowledged by one member of the SLT (C):

"We have to change the hearts and minds of a significant number of teaching staff who are very much tapped in to an old behaviour management system. That's a big process to do that, it's not going to happen overnight".

Members of the SLT acknowledged that, because of their inherent positions of authority (C) within the staff hierarchy, they would tend to make less use of the behaviour policy than most staff. The SLT also noted a small group of children experiencing the most complex SEBD (C), and for whom there was little change over long periods of time were continuing to experience difficulties (O).

“Teachers try their best, but when the situation is complex it can go around in circles”

Teacher responses indicate they were less aware of the revision of the behaviour policy (C) and less positive regarding its impact (O):

“I don’t really see any difference. I have been here for six years”.

A teacher noted difficulties with the change process itself:

“We’re constantly reacting to and coping with change. Sometimes I don’t think, I know that management don’t see what’s going on, on the ‘shop floor’”.

Two teachers said they believed a culture of acceptance of low level disruption was actually increasing (C), and one teacher considered that this, combined with a perceived increase in the number of children experiencing SEBD attending Willow Park School, was lowering the school norm for behaviour over time (O).

Generally, teachers reported that they would tend to deal with SEBD by implementing the behaviour policy in their own way in the classroom, for instance:

“I’ve always dealt with my own behavioural issues (I do have them). For example I’ll keep students behind. I deal with them personally rather than put them on a Science detention”, and “I’ve got routines going, but I don’t talk in the ‘language’ of the behaviour policy. I use the principles of it. The flow charts are quite good, tell you the different stages”.

One teacher mentioned that the behaviour policy was less clear in the 6th Form (in that the mechanisms were less clear) and not as consistently applied (C), possibly because of an assumption that 6th form students are more personally motivated:

“Even after clear boundaries have been set with explicit consequences for breaching them, the consequences are not always followed through. Too many chances are given”.

The three teaching assistants interviewed reported that Willow Park is a friendly school, with a strong, positive identity and with an inclusive philosophy that wants to include children with a variety of backgrounds and SEN (C). For instance, a TA supporting a traveller child believed the school SLT actively supported including children from the traveller community (C). One TA believed there had been a noticeable deterioration in behaviour over the three years he had worked at the school, citing a particular class with a large proportion of children experiencing SEBD (C) that where overwhelming the behaviour management skills of experienced teachers (O). The TA felt completing the incident slips (M) was a waste of the teachers’ time, as so many had to be done. However, a member of the SLT reported that completing the incident slips was in fact very useful (M), as this group of children had been identified as difficult to manage by a number of teachers and a plan was made by SLT to reduce this difficulty (O). Two TAs reported a lack of communication about the new behaviour system (M), and were confused about their role and how

they should be supporting classroom teachers (O). Three TAs noted they did not feel any authority was vested in them by the school (M), and as a result their instructions and directions to children tended to be ignored (O), for example:

“[Child] is on report and in some lessons the teachers say he has been good, but in fact he hasn’t because he has been rude to me, or he’s not doing his work”.

“If a pupil is chewing gum they might say ‘I haven’t got any – they’ll argue back with you. As soon as a teacher has seen them chewing gum they’ll put it straight in the bin, but they won’t do it for a TA. The pupils need to know that we’re in the same sort of position as the teacher, but they see us as having no authority – we can’t give them detention, we can’t give them merits. I have filed out a couple of incident forms, but then it asks what action are you going to take? But I can’t take any actions, I can’t say go to detention”.

“I had an incident where there was verbal abuse to me as the TA, but the only box on the Incident Form I was able to tick was verbal abuse to the teacher. It might sound pedantic, but to me that is quite important that this is the form that the school goes by, but actually verbal abuse to the cleaner or myself, I consider that as important if you’re talking about consistent value”.

One TA felt the lack of recognition for the importance of their role (C) was more pervasive across the school:

“Yesterday was what epitomises this when I saw an example of an extremely good introduction to the school where the Head of Y7 had the kids totally quiet. The one thing that marred it for me in the whole introduction to those Y6 kids who are coming here in September was that Head of Year (this is the general pervasive behaviour in the school) introduced those children to all the teachers in the room, but not one TA was mentioned. We were completely ignored; we might as well not have been there”

The voiced concerns of TAs were a significant issue for the successful implementation of the revised behaviour policy at Willow Park. As noted by Stringfield et al. (2008), programme reforms are more likely to be successfully implemented and maintained in schools when multiple levels within the school system are included in the reforms and when capacity is developed across the school. Fletcher-Campbell (2001) notes specifically the importance of the effective deployment of TAs in supporting classroom teachers.

Students, regardless of any difficulties they were experiencing, all reported that they thought Willow Park is a good school that they were positive about (C) and that behaviour at the school is generally good (O). For example, a student experiencing significant SEBD in Year 11 reported:

“This is a good school, even for children with lots of difficulties who give the teachers a headache. They still try and help them.”

Students had varying awareness of the behaviour policy, but all were aware of at least some elements of it and commented that not all teachers refer to it. One student noted that students themselves could want to be rebellious (C), and that this factor would be particularly difficult for school staff to manage (O). As noted by Bronfenbrenner (1995) an individual’s own personality and predispositions affect how they inter-relate within a social system.

Overall, parents were very positive about the support their children had received at Willow Park School (O). Parents mentioned the influence of the wider socio-political context on the school, the importance of which is again brought into focus by Bronfenbrenner (1995):

“The negative media betrayal of today’s youth (C) can work against recognising good behaviour for what it is (O)”

“Too much pressure on teachers and students - tests, assessments, inspections, standards, changes in curriculum. In a ‘success’ climate children’s egos are pandered to and it can lead to an inability to cope with failure, or to accept that they can be wrong”.

The Parent Liaison Adviser (PLA), who reported Willow Park has high aspirations for students, drew attention to the developing national policy context regarding developing children’s social and emotional skills, as well as their educational skills, as previously discussed in Section 3.2 (for example, Every Child Matters: Change for Children, DfES, 2004), and the implications of this for Willow Park in addressing students’ needs more holistically. As noted by Datnow (2005), the implementation of a programme has a greater chance of being maintained over time if it is compatible with local and national policy priorities.

In summary, interviewees reported Willow Park to be an inclusive school, in which staff take an active role in supporting students experiencing SEBD, as are commended in, for example, *The Elton Report* (DES, 1989). The analysis of Programme Theory 1 provides an example where considering the behaviour policy as an intervention which is the product of its context (Pawson, 2006) (as described in Section 2.7.iv) and in which the individual understanding, experience of and inter-relationships of various stakeholders who implement or are subject to the behaviour policy are considered bioecologically within the school system and wider socio-political structures provides a broader understanding of how the programme is operating and increased utility to programme makers.

The revision of Programme Theory 1 following this analysis is presented below in Table 5.3.

Table 5.3 Revised Programme Theory 1

Context	Mechanism	Outcome
A school that has an inclusive philosophy regarding students with SEBD that is reflected in the behaviour policy. The school challenges a culture of an acceptance of low level SEBD and acknowledges the impact of wider social and policy pressures on this inclusive philosophy, mitigating where possible.	Teachers and teaching assistants across all Year groups , students and parents are aware of the behaviour policy through an on-going process of awareness raising by the SLT , they are positive about it and they implement it.	Teaching staff, students and parents believe the behaviour policy promotes good behaviour effectively, and progress made by students is attributed to the behaviour management strategies used.

5.4.ii Programme Theory 2

Table 5.4 Programme Theory 2

Context	Mechanism	Outcome
A school that believes a positive atmosphere supports the progress of students with SEBD, and this is encouraged through the behaviour policy.	Teaching staff use positive methods of encouraging good behaviour.	Students respond positively and make progress.

The analysis of the interviewee comments regarding Programme Theory 2 is included in Appendix XIX.

As noted in Section 3.3.i, the behaviour policy at Willow Park draws significantly on a behavioural understanding of SEBD. The revised policy encourages staff to use rewards to encourage good behaviour more than the use of sanctions at a ratio of 3:1 (M) This has been a change in emphasis that was incorporated in the revision of the policy (C). The SLT interview responses suggests that in their management role, they encourage teachers to use rewards more than sanctions and to focus on developing behaviours that improve students' ability to learn:

"The more we're focusing on the positive – 'Do this, and work in this way', rather than 'Don't do that', which is a very negative way of dealing with behaviour. We're looking to lift the behaviour of students by getting them to think about the academic element of what they're doing"

"It now says in the behaviour policy that staff should use praise and rewards much more than punishments. There is research to say this is more effective – I know – I put it in the policy when it was revised"

The SLT responses indicate their anticipated outcome of these mechanisms is for teachers to be more able to remain in control of their responses to SEBD (O), in turn reducing the likelihood of teacher behaviours unintentionally contributing to maintaining SEBD (O), for example through breaking or preventing a negative spiral of teacher-student interactions (Argyle, 1983). A school with an inclusive ethos with a positive atmosphere that is shared by stakeholders would seem to be a highly encouraging context for these mechanisms (DES, 1989).

Teachers and students reported the rewards and sanctions system is implemented by teachers most rigorously in Years 7, 8 and 9, but less so from Year 10 onwards (C). Students are generally positive about receiving merit marks. Fewer merit marks

are given out as students get older (C). For some students this is an indication that they are seen as becoming more mature by teaching staff and less in need of external rewards (O), but other students interpret this more negatively as teachers being less encouraging (O). For example a Y10 student experiencing low level SEBD commented:

“Teachers give less merit marks now (M), it seems like I am not doing so well because I don’t get so many (O).”

Whereas a Year 11 student experiencing significant SEBD noted:

“Merit marks are used much less now, teachers talk to us and tell us we are doing instead (M). It’s better (O).”

This is an example of the same mechanism (provision of merit marks) producing different outcomes for different students. The contextual understanding of different student responses to this mechanism developed through a bio-ecological (Bronfenbrenner, 1995) analysis that considers the interaction between students biological, social and psychological development and the environment over time (the chronosystem) supports an understanding of *“what works for whom and when”* (Pawson and Tilley, 1997). In considering this finding, the 3+ Behaviour Group noted the potential for developing a more personalised reward system for students through the behaviour policy.

Students and parents noted the importance of a positive school atmosphere with high expectations of students, a significant contextual requirement for supporting SEBD

identified in the realist synthesis in Chapter 3 (Fletcher-Campbell, 2001; Ofsted, 2008).

A parent of a Year 8 student not experiencing SEBD noted:

“This is really important –the children would be miserable otherwise (O). The tone has to be set by the Head teacher, and she seems very positive to me (C). It’s expected the children will do well, and they should. It’s a good catchment here (C)”.

Students and teaching assistants noted that students who consistently adhere to the behaviour policy are not always rewarded for this and may feel their good behaviour is not noticed by teachers (O), with potential for an associated negative effect on motivation and feelings of equity (O’Reillys and Puffer, 1989).

Parents and student responses support the view that rewards for good behaviour are a more effective mechanism than punishments, which were not viewed as effective in helping students to learn how to control their behaviour (O).

Teaching assistants noted that their inability to give merit marks (C) reduced their ability to support the behaviour policy (O).

Responses from at least one interviewee from each stakeholder group at some point during the semi-structured interview indicated the sanction of sending students to work out in the corridor (M) was ineffective. For example the PLA noted:

“I think what they do badly here is send a child out of class...one boy spent a lot of last year sitting outside in a corridor. He was bored, texting his mum, not working, he’s missed on a lot of his curriculum (O) – what a rubbish way of dealing with that child.”

The PLA noted that it can be hard for parents to change their behaviour to be more positive towards their children (C), but that with support (M) parents can become more positive and this helps the student be more successful in school (O).

The revised Programme Theory 2 is presented below in Table 5.5.

Table 5.5 Revised Programme Theory 2

Context	Mechanism	Outcome
A school that believes a positive atmosphere supports the progress of students with SEBD, and this is encouraged through the behaviour policy across all year groups.	Teaching staff including teaching assistants use positive methods of encouraging good behaviour. Parents are supported to use positive methods at home.	Students respond positively and make progress within mainstream classes.

5.4.iii Programme Theory 3

Table 5.6 Programme Theory 3

Context	Mechanism	Outcome
A school where dealing with students in a consistent manner is encouraged.	Teaching staff implement the behaviour policy consistently.	Teaching staff, parents and students report teaching staff apply the behaviour policy consistently and that this promotes good behaviour.

The consistent application of the behaviour policy (M) was viewed by the SLT as crucial to promoting good behaviour in school (O). However, at the same time it was also believed that there has to be an element of judgement and flexibility in the application of the behaviour policy because no single policy can take in to account the complexities of individual students' circumstances (C). The SLT acknowledged

that the individual circumstance of a student's home life (C) did affect how the behaviour policy was applied to them (O). For instance, a student who was known to be experiencing difficulties at home (C) could be treated with greater leniency in terms of sanctions such as exclusion being applied at school (O):

"We apply the behaviour policy with rigorous flexibility – we get told [by teaching staff] - 'You suspended so and so for that, but not other children' – but they have to trust we have taken complex circumstances into account."

As discussed in Section 3.3.i, the significance of a consistent response to behaviour developed from behaviourist experiments (Skinner, 1971), is a central tenant of many behaviour programmes (for example Wheldall and Merrett, 1985) and is consistently included in policy documents such as *Behaviour and Discipline in Schools: A Guide for Head Teachers and School Staff* (DfE, 2011b) and the Steer Report (Steer, 2005).

The behaviour of students at the school is generally very good, and it was rated as 'Outstanding' by the Office for Standards in Education (Ofsted, 2009). As a result the SLT reported teaching staff did not need to implement the behaviour policy as consistently (O) perhaps as in a school where behaviour is generally more challenging to manage (C). The PLA reported that although teachers can respond in a variety of ways (M) and students are able to adapt to this (O), because they are generally motivated and willing to behave appropriately within the school system (C). In fact, it can provide students with an opportunity to learn (O) how to respond to a range of different authority styles (C).

"I think it is good there is a consistent set of rules, but [another person's] interpretation of that is going to be different from mine. Your style, tone of voice, gestures all convey different things to different people (C)...I spend a lot of time talking to young people about the fact that people are different and they do things in a different way. Its part of their social and emotional development that's sort of a sideline, but really important. I see school as not just educational; it's going to set you up for life how you get on with people."

Teachers responses indicated they implemented the behaviour policy less consistently (O) when dealing with lower level behavioural difficulties (C), such as the use of mobile phones. However, one student reported they found inconsistencies in how teaching staff implemented the behaviour policy (C) resulted in inconsistent student behaviour (O):

"Some teachers let us off for forgetting homework, some teachers give you a referral or detention...some students don't bother doing their homework for these teachers."

A student in Year 7 had developed his own strategy for managing inconsistencies in teaching staff implementation of the behaviour policy:

"I always go to [Form Tutor] if I'm not sure what to do – he knows, he tells me what is the right thing. Some teachers would say something different so I check with [Form Tutor]."

One student also reported that inconsistent responses from teachers meant it did not seem students were treated fairly.

The analysis of Programme Theory 2 indicated that, although consistency of response to SEBD was articulated as being very important in the behaviour policy, in

practice stakeholders indicated various contextual factors affected the implementation of the programme. Defining what was actually meant by 'consistency', in terms of considering relevant contextual factors and the outcomes being sought in a particular instance of behaviour policy implementation, became a significant area taken forward by the 3+ Behaviour Group.

Table 5.7 Revised Programme Theory 3

Context	Mechanism	Outcome
A school where dealing with students in a consistent manner is encouraged across all year groups with an acknowledgement of professional judgement and flexibility within this to meet individual student needs.	Teaching staff implement the behaviour policy consistently and fairly across all levels of SEBD.	Teaching staff, parents and students report teaching staff apply the behaviour policy consistently and fairly with appropriate flexibility to meet individual student needs. and that this promotes good behaviour

5.4.iv Programme Theory 4

Table 5.8 Programme Theory 4

Context	Mechanism	Outcome
The involvement of parents and carers is believed to be important in supporting students with SEBD.	Teaching staff liaise with parents. Information about student progress is shared with parents, any difficulties are shared at an early stage and positive problem solving to support students takes place.	Parents report liaison with school is good and they are aware of the strategies teaching staff are employing to support their child. Parents are aware of what they can do to support their child at school. Teachers report time is available to liaise with parents and that this is of benefit to students with SEBD.

The analysis of interviewee responses for Programme Theory 4 is presented in Appendix XXI.

All of the interviewees agreed with the theory that home background (C) can have a significant effect on students in school, that parental support is important for students to be successful and a range of mechanisms suggested that Willow Park was

improving its work with parents with improved outcomes for students. For instance, one parent commented:

"I think [working with parents] must be high on their list because with [PLA] and now this Inclusion Manager, you know it's not something I ever heard about when I was at school. They seem to be on the ball about that..The Head teacher has written to me and said 'We will do all we can to support [student]. I've been over there and met the Head mistress and thanked her for what she's done."

Another parent reported that, although working closely with parents seemed to be a high priority for the school (C), if parents do not support the school this affects a child's progress (O).

A member of the SLT reported that his role was to monitor the log of reported incidences and if a student had more than 5 incidents in a four week period it was expected the student's Tutor contact parents (M). This system was reported to have reduced the overall incidents of poor behaviour over the six months it had been in operation and to have provided useful information about a student's progress to feedback to their parents (O).

Teachers noted that, through the revised behaviour policy, they were increasingly being encouraged to work more closely with parents but that it could be difficult to find the time to do this (C) and they sometimes asked the PLA to liaise for them (M). The PLA noted that some parents may find it difficult to approach teaching staff, for instance if their own experience of school had been poor (C), and that some parents wanted someone else to solve any difficulties they were experiencing with their child rather than taking responsibility themselves. These contextual factors made it more difficult for students to be successful in school, but the PLA, a teacher and a parent reported that the PLA role of supporting parents to liaise with teachers (M) was a successful strategy in increasing parents' confidence (O). The PLA commented:

“One parent I work with has become more confident and has built up a good relationship with her child’s Head of Year and rings him frequently, when she’s not happy”.

Liaison with parents, the student’s Tutor and TA (M) was reported to increase school staff understanding of the child’s traveller culture and parents understanding of school expectations, as well as parents ability to support their child, for instance through asking the child about their school work. (O). This was more successful when liaison was arranged regularly (M). A TA commented:

“I speak to [child’s parent] regularly, maybe two or three times a week. Usually she rings because she is worried about how it’s going or wants to tell me something that has happened at home. We have a good working relationship, I think she trusts me”

The PLA reported some teaching staff believed home and school should be kept separate, a context which worked against effective home-school liaison:

“Some people in school believe that things to do with home are outside of the school are beyond the remit of the school. I hope that I’ve taught some of them that those issues impact massively on that young person”.

A student reported being present at meetings concerning them with their parents and teacher (M) made them feel part of the decision making process and they were more likely to sign up to any decisions made as a result (O). Students also noted that their parents noticing how they are at home, teaching specific skills that are useful in school (such as looking at a teacher when they are talking in order to demonstrate attention) were also helpful mechanisms. Students were positive (O) about ‘good

news' post cards being sent to their parents by school teachers (M), and noted detentions were less effective (O) if their parents were not informed about them (M).

In terms of gaining a variety of views about liaison with parents, it is important to note all the parents interviewed in this study reported contact with school to be at least good enough. This may have been an artefact of the selection procedure, in that parents less engaged with the school may have been less engaged with me as a researcher. As noted in Section 4.4.i, I was unable to arrange an interview with one parent. It is likely that the collection of views of parents less engaged with and by the school, would have provided useful information in considering the validity of this programme theory. Revisions to Programme Theory 4 are presented in Table 5.

Table 5.9 Revised Programme Theory 4

Context	Mechanism	Outcome
The involvement of parents and carers is believed to be important in supporting students with SEBD. Parents are supportive of the school.	Teaching staff liaise with parents. Information about student progress is monitored regularly and shared with parents, any difficulties are shared at an early stage and positive problem solving to support students takes place which involves the students in the process.	Parents report liaison with school is good and they are aware of the strategies teaching staff are employing to support their child. Parents are aware of what they can do to support their child at school. Teachers report time is available to liaise with parents and that this is of benefit to students with SEBD. Parental understanding of school and teachers' understanding of student home background is increased.

5.4.v Programme Theory 5

Table 5.10 Programme Theory 5

Context	Mechanism	Outcome
A school that believes good relationships between teaching staff and students is important in promoting good behaviour.	Teachers develop good relationships with students. When difficulties arise they have time to listen, discuss and problem solve with students. Students' views on supporting students with SEBD are taken into account.	Teachers develop a deeper understanding of the needs of students. Students feel teachers listen to, understand and respond to their needs. Parents feel teachers understand and respond to the needs of their children.

The analysis of the interviewee responses for Programme Theory 5 is presented in Appendix XXII.

As noted in Section 3.4.iii, the importance of positive student-staff relationships in supporting SEBD are frequently reported in the literature (for example Wise and Upton, 1998; and Pomeroy, 1999). The semi-structured interview responses indicate a majority of interviewees agreed with this theory and that overall student-staff relationships at Willow Park were very good. Teaching staff made time available to students (M). OFSTED had also reported that student-staff relationships were good.

The SLT reported the behaviour policy is implemented more rigidly in Years 7, 8 and 9. Teachers tended to discuss and negotiate their responses to poor behaviour more as students move into Year 10 and beyond. A student in Year 11 reported this helped develop more positive relationships with teachers 'on a level', and encouraged the development of personal responsibility for behaviour (O):

"Having a close relationship with [teachers] helps, you can talk to them. It's important throughout school. It's easier as you get older because you're more mature."

Interviewee responses indicate contexts reported to hinder the development of good relationships include students who are less able or willing to seek and accept help from teachers and larger class sizes where teachers reported it more difficult to notice a student struggling.

Mechanisms reported to support the development of good student-staff relationships included teachers talking to students in a non-confrontational way, developing a personalised curriculum for a student as the teacher would have to carefully consider a student's strengths and weaknesses, and teaching staff making time to talk to a student after an incident. A member of the SLT noted teaching staff may need training regarding talking and listening to students effectively.

Interview responses from a teacher, a student and a parent noted that listening to student views (M) was underutilised at Willow Park, and student views were not fully taken into account:

"The student voice is under used when considering poor behaviour. Maybe behaviour could be put as a regular item on the School Council? The views of 6th Formers are underused. They have 'been there' and are here by choice."

"The School Council is not proportional [does not represent students experiencing SEBD]"

"Involving students in decision making in school – so that they take ownership and hopefully respect changes to policy."

In considering the mechanism of fully utilising students' views to increase the effectiveness of the implementation of the behaviour policy, it was raised within the 3+ Behaviour Group that, although the group represented a range of school staff, no students, whether experiencing SEBD or not, were included within this group. The 3+ Behaviour Group planned to remedy this.

Programme Theory 5 was revised as presented in Table 5.

Table 5.11 Revised Programme Theory 5

Context	Mechanism	Outcome
A school that believes good relationships between teaching staff and students is important in promoting good behaviour across all Year groups and where students want to develop good relationships.	Teachers develop good relationships with students. When difficulties arise they have time to listen, discuss and problem solve with students. Students' views on supporting students with SEBD are taken into account and are gained at the school level.	Teachers develop a deeper understanding of the needs of students. Students feel teachers listen to, understand and respond to their needs. Parents feel teachers understand and respond to the needs of their children.

5.4.vi Programme Theory 6

Table 5.12 Programme Theory 6

Context	Mechanism	Outcome
Good lines of communication between teaching staff are believed to be important.	Teachers have time to discuss with other teachers particular approaches for specific students.	Teachers develop greater understanding of particular pupil needs and feel more capable of meeting them.

The analysis of interviewee responses to Programme Theory 6 is included in Appendix XXIII.

Interviewees reported effective communication between teaching staff to be important, but raised a number of concerns regarding the outcomes of this at Willow Park. One TA reported:

“Sometimes persistent bad behaviour is being dealt with and we are not aware of what is being done, even though we are working with the child every day. Even sometimes about individual students, there’s things going on and it doesn’t come to us and we don’t know what’s going on with the student. Some strategies have been put in place for the student, and we work with that student and we don’t know what those strategies are. We can’t back it up.”

Other concerns included limited time for liaison between teachers and TAs, no consistent system for liaising between Key Stages, teachers being uncertain about what information to share/not share, and parents receiving two or three copies of the same letter sent from Willow Park.

Student responses indicated they had limited knowledge of what and how information about them was shared between teaching staff, except for a Year 7 student experiencing significant SEBD who noted:

"[Form Tutor] has talked to some of my teachers. I know, he told me. He told them about my [personal circumstances]. We had a meeting in school and he said he would."

A number of mechanisms were also suggested such as using email, teaching staff being notified of any students at risk of exclusion and a daily up-date to keep staff informed about student circumstances. These were considered by the 3+ Behaviour Group. A member of the SLT recognised more time for joint planning between teachers and TAs would be an effective mechanism to increase communication.

Programme Theory 6 was then revised, particularly to include the role of students and TAs within information sharing at Willow Park.

Table 5.13 Revised Programme Theory 6

Context	Mechanism	Outcome
Good lines of communication between teaching staff are believed to be important. Student knowledge of the information shared about them is important.	Teachers have time to discuss with other teachers, teaching assistants and the Parent Liaison Officer particular approaches for specific students. Students are involved in producing information about themselves to be shared with staff and are aware how this information is shared.	Teachers and teaching assistants develop greater understanding of particular pupil needs and feel more capable of meeting them.

5.4.vii Theory 7

Table 5.14 Programme Theory 7

Context	Mechanism	Outcome
Teaching staff are committed to meeting the needs of a diverse range of SEBD.	Teaching staff select from a range of behaviour management strategies and teaching strategies to support individual students. “Reasonable adjustments” are made to support students with particular needs	Teaching staff, parents and students are positive about the range of teaching and behaviour management strategies. Students feel supported and respected and they make progress with their behaviour and learning. Teaching staff are confident about making reasonable adjustments and novel strategies are developed and success monitored.

The analysis of the interviewee responses for Programme Theory 7 is presented in Appendix XXIV.

Overall, interviewee responses indicate teaching staff are committed to supporting students experiencing SEBD at Willow Park, for example the PLA commented:

“People really do care here. People get very involved and they do what they can”.

A member of the SLT and a student suggested there needs to be a balance between meeting child’s needs and child taking responsibility for their own actions. A parent voiced concern that quieter children (C) who may need their confidence building (O) may be overlooked:

“Ensure that help is not only given to those who cause trouble, but help build confidence in those quiet children who are often overlooked”.

A wide range of behaviour management strategies employed at Willow Park were noted by respondents, including work experience placements and alternative timetables for students experiencing difficulties.

In terms of outcomes, members of the SLT reported that from their viewpoint:

“There is more evidence of reasonable adjustments being made and differentiated outcomes, although this is still patchy.”

“There are pockets of good things happening, but they don’t happen consistently across the board.”

Programme Theory was revised as presented in Table 5.15.

Table 5.15 Revised Programme Theory 7

Context	Mechanism	Outcome
Teaching staff are committed to meeting the needs of a diverse range of SEBD within the context of being committed to supporting the needs of all students. Students feel responsible for their own behaviour.	Teaching staff select from a range of behaviour management strategies and teaching strategies to support individual students. “Reasonable adjustments” are made to support students with particular needs	Teaching staff, parents and students are positive about the range of teaching and behaviour management strategies. Students feel supported and respected and they make progress with their behaviour and learning. Teaching staff are confident about making reasonable adjustments and novel strategies are developed and success monitored.

5.4.viii Theory 8

Table 5.16 Programme Theory 8

Context	Mechanism	Outcome
A school where the professional development of teaching staff in SEBD is encouraged and valued.	Teaching staff receive professional development (e.g. training) in SEBD appropriate to their needs.	Teaching staff feel confident they can meet the needs of students with SEBD.

The analysis of interviewee responses for Programme Theory 8 is included in Appendix XXV.

The three SLT interviewees reported they valued the professional development of staff:

“We are in transition from the old system to the new system and part of that transition is giving all of our teachers the skills that they need...We know we have to give training time to make sure our staff have the right skills.”

One member of the SLT reported that training was not viewed positively by all staff:

“I’m a believer in knowing about theory and how it impacts on practice. Training is not a penance – we’re a bit old fashioned here.”

However, teachers and teaching assistant were less positive about professional development opportunities available to them. TAs reported a lack of training:

"I've been here five years as an unqualified TA. I wanted to do the NVQ3 and I was going to do it, but I think things have changes a bit and – I wasn't allowed. I was going to pay for it myself, but they're cutting back on courses. I just wasn't given the go ahead."

"I haven't done a training course on behaviour. I've had a few little snippets here and there. We had someone from the Behaviour Support Service come in for one hour about two years ago."

Poor training resulting in TAs being an underutilised resource (O) was also noted by two teachers:

"When a student is put on a PSP (Pastoral Support Plan) a Key Worker [a TA] is nominated. They don't get any particular training or support for this role, and it is not explicit what they are required to do".

"TAs need more support and training so they are taken more seriously, so they are able to take on more in and out of the class."

Responses also indicated teachers experiencing difficulties were not supported adequately:

"There are poor teachers who lack support systems to improve their classroom practice."

TAs were seen as good resource as they are present in every classroom observing the outcomes of differing strategies and behaviour management techniques on the same group of children. A student, from their experience of different teachers suggested:

"I think the good teachers should tell the bad teachers what to do."

A result of these responses Programme Theory 8 was revised as presented in Table 5.17.

Table 5.17 Revised Programme Theory 8

Context	Mechanism	Outcome
A school where the professional development of teaching staff in SEBD is encouraged and valued and available to support individual needs.	Teaching staff receive professional development (e.g. training) in SEBD appropriate to their individual needs. Teaching staff have opportunities to support each other in their professional development.	Teaching staff feel confident they can meet the needs of students with SEBD.

5.5 A refined underpinning theory for the behaviour policy at Willow Park

Thus the analysis of the interviewee responses led to changes to each Programme Theory. These were mainly revisions to contexts and mechanisms that the analysis indicated would make achieving the specified outcome more likely. There was also a revision to the outcome for Programme Theories 4 and 6. These revisions were made in collaboration with members of the 3+ Behaviour Group and then formed the basis of the on-going review of the behaviour policy at Willow Park. With regard to addressing the research question, the analysis of the semi-structured interviews produced a number of priorities to be taken forward by the 3+ Behaviour Group:

- developing the role of TAs in the implementation of the behaviour policy;
- to clearly define the meaning of ‘consistency’ within the behaviour policy;
- to develop the role of students in the review and on-going implementation of the policy at the school level;

- to develop the involvement of students in information sharing with school staff; and
- to develop a clearly articulated programme of professional development regarding SEBD reflecting the needs of the school community.

Additional details to support the implementation of these priorities were available in the analysis of each programme theory. To increase reform reliability the advice of Stringfield et al (2008) was heeded to: focus on a small number of clearly articulated goals; to share the findings of the enquiry with the school community; to combine research findings with stakeholders knowledge at the local context and to build capacity at multiple levels within the school system.

A particular strength of the research design was gaining a variety of views across the school community. The RE approach involves engagement from policy makers and stake holders throughout the process, and this makes it easier to communicate the findings and conclusions of the enquiry. However, as Pawson et al (2004) note, the aim of the evaluation:

“is not an instrumental one, that the review should lead to an immediate change in a given programme. That happens sometimes, but a realist review is more likely to contribute to policy makers’ and practitioners’ ‘sense-making’ – the way they understand and interpret the situations they encounter and the interventions they deploy. The aim therefore is to bring about a longer term and more sustained shift in their thinking”

(Pawson et al, 2004, p v).

In terms of the ‘sense-making’ of the enquiry, the 3+ Behaviour Group included a broad range of teaching staff, but not student or parent members. Including representation of all stakeholders in the behaviour policy would have benefitted the implementation of the findings of the enquiry.

Following the analysis of the interviewee responses presented in this Chapter, the underpinning theory of the behaviour policy at Willow Park that was developed following the realist synthesis and initially presented in Section 3.6 was revised as follows:

A secondary school which is successful in promoting good behaviour and in supporting students experiencing SEBD (O) will have a whole school culture that values individual differences and the development of positive relationships between all members of the school community(C), supports the development of all pupils and staff (M), has good communication between teaching staff, pupils, parents and outside agencies (M), an engaging curriculum (M), targeted support when necessary (M) and involves the school community in the on-going review of the behaviour policy.

CHAPTER 6. CONCLUSION – USING THE REALISTIC EVALUTION APPROACH IN EDUCATIONAL RESEARCH

6.1 Critique of realistic evaluation methodology

This study has addressed the question *“How can the behaviour policy at Willow Park School promote good behaviour throughout the school and support students experiencing SEBD?”*. An RE approach was used to evaluate what was effective in the approaches employed to promote good behaviour by school staff through theory development and an evaluation of practice. In order to critically review the utility of the RE approach for evaluating a programme within an educational setting the process of completing a realist synthesis and the testing of the Programme Theories are considered separately in Sections 6.1.i and 6.1.ii.

6.1.i Realist synthesis

Pawson et al. (2004) argue that a realist approach to evaluative research in complex social situations *‘cuts through complexity by focusing on the ‘theories’ that underlie social interventions’* (Pawson et al 2004, p iii). In doing so the realist synthesis and the development of Programme Theories aims to describe how the initial ideas of policy makers are understood, internalised and implemented, a process which is influenced by individual, interpersonal, institutional and infrastructure factors. However, as noted by Timmins and Miller (2007), it can be a difficult task to identify and differentiate contexts, mechanisms and outcomes, either because they are difficult to identify from the way research findings are often presented, but also because contexts and mechanisms can change place, depending on how a particular

CMOC is framed (Timmins and Miller, 2007). As a result, when completing a realist synthesis there is:

“considerable, perhaps unavoidable, subjectivity inherent in the abstraction and development process, and in Programme Theory formulation”

(Davies, 2011, p 160).

Although a general process for abstracting CMOCs from the literature in the form of a realist synthesis is provided by Pawson et al. (2004), as discussed in Section 2.8, the authors provide no detailed procedure but claim:

“there can be no simple procedural formula that provides for synthesizing the labours of thousands of practitioners and dozens of researchers, each tackling a different hypothesis in a different context with different resources, methods and equipment”

(Pawson et al, 2004, p 34).

Pawson et al. (2004) advise the researcher that *“When completing a realist synthesis the researcher is advised to draw on their experience, to ensure the choices made regarding which areas of the literature are included in the review (and which are not) are made explicit, to describe how the Programme Theories are developed to allow for “scrutiny and critique”* (Pawson et al. p 38), and to acknowledge that the findings from a realist are indeed fallible. Pawson et al. question whether standardisation of procedures, as in the case of systematic review, can ever make them ‘reproducible’ because of *“the sheer impossibility of making transparent every single decision involved in research synthesis”* (p 37).

Timmins and Miller (2007) acknowledge that:

“it can seem daunting to begin the design process for a particular intervention by examining the research literature in the programme domain and attempting to build Programme Theory and specification from this. Nevertheless, it is important to attempt this. It is also feasible to work with less-than-perfect evidence base and/or to time limit this venture. What seems important is to have a theoretical base that informs the programme and its evaluation”

(2007, p 15).

This was my experience in the current study. The identification of contexts and mechanisms can be elusive and subjective in nature, drawing on the prior knowledge and experience of SEBD. However, the process of examining the literature, considering whether identified factors could represent contexts or mechanisms, and theorising the behaviour policy (that is, considering why the behaviour policy described the strategies, interventions, structures and processes it did and not different ones) itself played a significant part in the development of thinking regarding SEBD of myself and the 3+ Behaviour Group.

6.1.i Testing the programme theories

As presented in Chapter 3, many Cs, Os and Ms were identified from the realist synthesis. It was not possible to include all of these in the Programme Theories that were tested.

Thistleton (2008) advises limiting the number of Programme Theories under test to between four and six, including only those that are vital to the functioning of the programme in order to focus the area of study. In order to choose the Programme

Theories that were assessed in the current study, decisions were made on the basis of themes identified from stakeholder responses in the preliminary study as relevant, and those Programme Theories that offered the potential of developing practice at Willow Park. The choice and construction of the Programme Theories to be tested was made collaboratively with members of the 3+ Behaviour Group, who were stakeholders in the research. In the current study, eight Programme Theories were identified from the themes identified in the preliminary study and from the realist synthesis, and which were agreed to be the focus of study with the research sponsors. Investigating eight Programme theories felt unwieldy at times. During the semi-structured interviews presenting the interviewee with eight theories to discuss for some was initially daunting. Analysing the interviewee responses from eight theories was a lengthy process, and although once the analysis was completed, the revision of each of the Programme Theories was considered in relation to developing the behaviour policy, it may have been more effective to focus with more depth and detail on a smaller number of Programme Theories. Considering the factors which promote reliable programme implementation, testing four or five Programme Theories identified as particularly salient from the preliminary study would have been in keeping with advice of Stringfield et al. (2008). As an additional step in the process, once the Programme Theories had been specified, a re-focussed consideration of the research literature that related particularly to each theory would have provided further guidance for the construction of the semi-structured interview schedules, and in addition aided the analysis of interviewee responses.

However, although not all of the Cs, Ms and Os identified in the realist synthesis contributed to the investigation, the process of completing the realist synthesis and

developing particular theories about effective support for SEBD collaboratively with school staff (and decision making about which Cs, Ms and Os to investigate) and then using these theories to guide the development of the research instruments modelled and developed the capacity of staff at Willow Park to complete similar evaluations in the future. The collaborative nature of the RE process and the RADIO framework employed for the research, allowed me to agree with the research sponsors that the theories being developed were reasonable and the testing of which in the context of Willow Park was likely to provide useful information to address the research question.

6.2 Realistic evaluation of educational research

Pawson et al. (2004) acknowledge Realistic Evaluation does not provide easy answers:

“even when undertaken well, it promises no certitude in terms of findings or recommendations...it sees programmes and services as a series of decisions and seeks to offer enlightenment on what are the key choices and how those options have fared in the past. It can offer reasons for preferring theory A over theory B, and for backing theory A over theory C. But it leaves open the possibility that a further set of ideas D might lead to more improvement. Even at best, its findings are tentative and fallible”

(Pawson et al. p 38).

However, by seeking to address the question *“What works for whom and in what circumstances and in what respects?”*, through elucidating stakeholder knowledge the RE approach employed has provided information relevant to school development at Willow Park. RE contributes directly to the on-going process of planning, implementing and reviewing practice.

RE does not claim empirical generalisation through finding the 'net effects' of programmes:

“rather than seeking generalisable lessons or universal truths, it recognises and directly addresses the fact that the ‘same’ intervention never gets implemented identically and never has the same impact, because of differences in the context, setting, process, stakeholders and outcomes”

(Pawson et al 2004, p v).

However, by focusing on theory development and generative causation the approach provides learning that can be applied to behaviour policy development in other schools. The Programme Theories developed in this study are capable of providing the starting point for programme evaluation in a similar school setting. A particular strength of the RE approach is its focus not just on outcomes, but also the contextual factors that have a positive effect on desired outcomes.

6.3 Limitations of the study

The sample of interviewees included in the current study included Year 7 to Year 11 students, but omitted students in Year 12 and Year 13. However, during the course of completing the semi-structured interviews with school staff it became apparent that particular issues related to 6th Form students, and the assumption that because 6th Form students had chosen to remain at the school they would be self-motivated and self-directed and the behaviour policy would have little relevance to them was found to be incorrect. An analysis of this particular context would have provided a fuller picture of the behaviour policy across Willow Park and contributed towards addressing the research question.

A further limitation, related to my own time pressures as a research-practitioner EP working for Greenshire EPS combined with the need to complete the research and to make the findings available to the research sponsors, occurred during the data analysis stage of the study, which would have improved the trustworthiness of the data. Once interviewee responses had been transcribed into the recording grid (Appendix XVI) and I had abstracted and recorded the key points from these comments, an additional step of meeting for a second time with each interviewee, sharing my analysis and checking the accuracy of this with them, would have increased the validity of the analysis. As noted in Section 4.4.vii, as an alternative to this, my initial categorisation of each interviewee's responses in terms of Cs, Ms or Os was shared and discussed with a trainee EP, and I shared and discussed my analysis with of the key findings from each stakeholder group with an EP colleague and then with a TA and Senco from Willow Park.

6.4 Implications for EP practice

This research study is relevant to school staff and educational professionals such as educational psychologists, who are seeking to use effective methods of organisational self-evaluation and development.

As Matthews (2003) notes, the RE approach that is based on a generative view of causation seeking to explain the conditions under which mechanisms operate within the programme being implemented, *“appears to offer EPs a way in which they can contribute to the creation of knowledge about why interventions work”* (p 67).

Timmins and Miller (2007), in considering the potential for a RE framework to assess educational programmes suggest the approach provides an opportunity for researchers and practitioners to work together, but to do so conclude there is a need for further guidance *“on the development of programme Specification and Theory, and formulation of hypotheses and development of coherent designs to test these”*. Similarly, in considering the RE approach Matthews (2003) acknowledges the necessity of a common understanding regarding what constitutes contexts and outcomes. The current study has provided an example of the operationalisation of RE.

As noted by Jones (2003), EPs can contribute to the development of practice through supporting practitioners with the selection and implementation of individual interventions from the wealth of those available related to SEBD. With respect to RE specifically, there is potential for using the approach to support an individual child experiencing difficulties. Thistleton (2008) notes the RE approach could be used by practitioners in the evaluation of aspects of day-to-day work, through the identification and articulation of outcomes and an exploration with stakeholders regarding the contexts that are most supportive of the actions that are carried out through the programme. To achieve this, scripts could be developed to present the central tenets of RE to school practitioners.

In addition to such work at the individual child level, there is an important role for EPs in the development of a bio-ecological framework within which to approach SEBD and in sharing this within organisations such as schools, for instance in the role of a ‘critical friend’. The current study demonstrates the RE approach, which provides a process for research practitioners to investigate aspects of complex social

programmes that takes into account contextual factors, is able to offer an ecological framework that can be used to support schools when evaluating practice.

Involving the research sponsors throughout the stages of the research process in a collaborative form of enquiry, aided by the use of the RADIO framework (Timmins et al., 2006) resulted in increased understanding of a RE as a method of evaluation within the school. The realist interview technique of the 'teacher-learner' (Pawson and Tilley, 1997), in which the research process of theory development and testing was explained to the interviewees in the study also increased the transparency of the RE process to members of Willow Park School community.

During the two years of the current study and preliminary study I was a member of the 3+ Behaviour Group at Willow Park. Being a part of the group that commissioned the research and who were responsible for the on-going implementation of the findings, provided regular opportunities to clarify, negotiate, plan and agree actions following the RADIO framework. As noted in Section 5.5, a strength of the 3+ Behaviour Group was that it included a range of teaching staff from different levels and functions within the school organisation. However, this did not include student or parent representation directly nor was there any formal mechanism for information from these stakeholder groups to be contributed to the 3+ Behaviour Group. This issue was planned to be resolved by the group.

In considering the potential for the implementation of revisions to the behaviour policy to be developed and maintained over time by stakeholders and associated benefits for the progress and inclusion of all students, the RE approach contributes to the factors identified by Stringfield et al. (2008) that increase 'reform reliability'. The RE

process actively involves all programme stakeholders at multiple levels within the organisation with a whole school focus; it combines research evidence with local practitioner knowledge and develops the capacity of the organisation to continue with the self-evaluation, programme implementation and review process.

In summary, the current study has demonstrated the utility of employing a realistic approach to understanding programme implementation within a complex social setting, and in so doing developed the capacity of staff at Willow Park to self evaluate provision (Ofsted 2009) and increase inclusion within the school through developing a highly relevant understanding of where, when and how mechanisms are operating in the local context. This is a cyclical process of the review and revision of schools ethos, curriculum, structures and procedures (Wedell, 1995), which EPs can support school staff collaboratively.

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Appendix I

Preliminary Study

Aims of the preliminary study

The aims of the preliminary study agreed with Willow Park were twofold:

- to evaluate, influence and develop the approach to supporting students experiencing SEBD at the school, by involving stakeholders from the school community in the revision of the school behaviour policy; and
- to inform the operational brief of the proposed LSU.

Selecting the sample

In order to revise the behaviour policy with a broad range of views from the school community regarding its effectiveness, data from the main stakeholders, identified as teaching staff, students and parents/carers, were collected.

In discussions with the '3+ Behaviour Group' (the group of teaching staff and members of the SLT tasked with revising the behaviour policy) it was agreed all members of teaching staff (teachers, senior teachers and teaching assistants) should have the opportunity to express their views to gain the perceptions of as many practitioners as possible. As school staff would be the primary implementers of the revised behaviour policy, the '3+ Behaviour Group' believed also that to increase feelings of ownership and commitment to the behaviour policy, all staff should have the opportunity to be involved in its revision. The sample of teaching staff that completed the questionnaire is shown in Table A.

Table A: Teacher and teaching assistant questionnaires returned individually and by department

Department	Number of teaching staff contributing to departmental response	Individual teacher	Individual teaching assistant
Maths	6 teachers and 3 teaching assistants		
English	6 teachers and 2 teaching assistants		2
Science	4 teachers		
Languages	6 teachers	2	
Music		2	
Art		1	
Geography		1	
History		1	
PE		2	
Unknown		2	1
Totals	27	11	3

In total 18 staff questionnaires were returned. Of these, 14 questionnaires were completed individually (11 by teachers and 3 by teaching assistants). Four were completed collaboratively in departmental meetings (through which 27 members of staff had the opportunity to represent their views). The questionnaires completed in departments tended to give more detailed and comprehensive responses than those completed individually. It is evident, from the questionnaires returned, that views of teachers are represented to a greater extent than those of teaching assistants. In total the views of 41 members of staff are represented from a total of 118 members of

staff (with approximately 50 of these being teaching assistants) at Willow Park School (a 35% response rate). In an attempt to increase the number of responses a reminder was sent to school staff through email, and again at the next staff meeting. However, this was during second half of the summer term, a period of the school year with many competing demands on the time of school staff, and no further questionnaires were returned.

The student sample was selected by examining the school SEN register. In order to gain a variety of views, students with potentially differing perspectives were selected: students not experiencing SEBD; students experiencing low level SEBD and students experiencing significant SEBD. The students identified as experiencing low level SEBD had Individual Education Plans (IEPs) at the School Action level of the SEN Code of Practice (DfES, 2002) in place for at least two years. At this level of the Code of Practice the school were taking additional measures to support the students, for instance through providing targeted teaching assistant support in particular lessons, enhanced work with parents or providing opportunities for students, through small peer group or 1:1 activities with an adult, to develop their social, emotional and behavioural skills.

Of the students classified as experiencing significant SEBD:

- one was placed at School Action Plus of the Code of Practice and receiving additional support from the Local Authority Behaviour Support Service;
- two had Statements of Special Educational Need. One of these students was being educated at a Pupil Referral Unit for three days of the week, and at Willow Park for the other two days;

- one student was being educated off site at educational provision arranged by the school; and
- one was being educated at home through the Home Tuition Service as the result of anxiety about attending school.

The Inclusion Manager, from her knowledge of the children at Willow Park, believed this sample represented a range of SEBD, including students with varying levels of challenging behaviour to school behaviour management systems, and those exhibiting withdrawn and anxious behaviour. The students were also selected from a range of year groups, from Y7 to Y11, as shown in Table B.

Table B: Student sample by year and level of SEBD

Year	No SEBD	Experiencing low level SEBD	Experiencing significant SEBD
7		1	1
8	1	1	2
9	1	1	
10		1	1
11	1		1
Total	3	4	5

The parents of the 12 students selected were sent questionnaires in the post to complete. Of these, eight were returned. The sample of parents returning questionnaires is shown in Table C, by Year group and level of SEBD.

Table C: Parents completing questionnaires by year group and level of SEBD

Year	No SEBD	Experiencing low some SEBD	Experiencing significant SEBD
7		1	1
8	1		1
9		1	
10			1
11	1		1
Total	2	2	4

Research instruments

To facilitate gaining the views of all staff, a questionnaire survey was chosen as an efficient and practical method of data collection. A semi-structured questionnaire was chosen for gathering staff perspectives on behaviour management at the school. This method was used, rather than a structured questionnaire, with the aim of increasing the validity of the responses by allowing respondents to highlight issues each considered important, through adding remarks, qualifications and additional explanations to questions.

Robson (2011) notes that the reliability and internal validity of data collected by a survey is in large part dependent on how well the questions are worded. In constructing the questions, the advice of Cohen et al. (2000) and Robson (2011) was heeded. Cohen et al. (2000) recommend avoiding:

- leading questions that suggest a particular response is correct;

- complex questions that contain too much information for the respondent to be able to answer easily;
- questions that use negatives and double negatives; or
- too many open-ended questions.

In addition Robson (2002) (from de Vaus, 1991, p 83 – 86) recommends:

- asking questions only where the respondents are likely to know the answer;
- trying to ensure the questions will mean the same thing to all the respondents;
- taking great care to remove ambiguity in the structure of the questions;
- avoiding direct questions on sensitive subjects (for instance asking respondents directly if they have difficulty maintaining good student behaviour in lessons); and
- avoiding producing response sets (such as agree/disagree questions), where some respondents tend to signal agreement, for example, regardless of their real opinion.

Cohen et al. (2000) note the importance of the wording of questionnaires and emphasise the role of piloting to increase the reliability and validity of responses. However, the staff questionnaire was not piloted in this stage of the study in light of time constraints on completing the research at a time when it was expected the findings would inform development of an LSU, to be opened at the start of the coming school year. However, the questionnaire was examined and completed by the two educational psychologists within the professional research support group within Greenshire Local Authority. Changes to the wording were made as a result and it was then agreed that the questions to be included were likely to meet the aims

of this phase of the research. The questionnaire was then examined by the 3+ Behaviour Group at Willow Park School agreed that it was suitable for purpose. The questionnaire is included in Appendix II for reference.

An introductory paragraph was included at the beginning of the questionnaire to remind school staff of its purpose. At the beginning of the questionnaire the respondent was asked to give their name and position in school. This was to identify the numbers of teachers and teaching assistants responding from different departments. Following a request from school staff, it was agreed by the 3+ Behaviour Group that the questionnaires could be completed either individually or as a group response agreed in departmental meetings. The questions were open ended.

Engaging staff members' participation

In order to maximise the response rate attention was paid to the recommendation of Cohen et al. (2000) that the appearance of a questionnaire is vitally important: it should look easy, attractive and interesting.

The questionnaire was introduced to teaching staff during a whole school staff meeting. The purpose of this was to provide information about the planned revision of the behaviour policy and establishment of an LSU. At this point members of the 3+ Behaviour Group (including me) had been to visit LSUs already operating in three schools, two within Greenshire LA and one within a neighbouring LA. Information about how these operated was provided in summary during the presentation. An update was given on emergent plans for the LSU at Willow Park. A building had been identified (the 6th Form building) which would be available following the completion of

a new 6th Form building (planned for September 2009), and initial plans regarding the use of the space in the building were being considered. The revision of the behaviour policy was also discussed, alongside the aim of the SLT to increase the inclusion of students experiencing SEBD at Willow Park. Teaching staff did not necessarily share this view.

The questionnaire was introduced as a method of gaining the views of teaching staff on the potential role of an LSU, and current behaviour management systems and strategies in school that would be used to inform the revision of the behaviour policy.

A copy of the questionnaire was given to all staff attending the meeting, and copies put into the pigeon holes of those known to be not attending. The questionnaire was also emailed to all members of teaching staff. Staff were informed that completed questionnaires could either be returned electronically, or returned in hard copy format in an envelope to a named school administrator. An identified administrator printed out electronically returned questionnaires and passed all the completed questionnaires to me by hand.

Developing the semi-structured interview for students

A semi-structured interview approach was selected as appropriate for gaining the views of students. I completed all the semi-structured interviews. This approach was chosen for use with students particularly to give the greatest opportunity for them to express views more fully, than may have been presented if a written questionnaire had been used. The same questions were asked of each student, but particular lines of conversation that arose were followed in order to draw out the students' views and the order in which the questions were asked was flexible, depending on what seemed appropriate to maintain a flowing conversation. Following the advice of

Robson (2002), additional explanations and further subsidiary questions were included if further information could be gained that was relevant to the research question.

However, a disadvantage of using semi-structured interviews is that it is time consuming. It takes time to arrange the interviews themselves, for example finding and booking a room in which to hold the interview and arranging a mutually convenient time with students. Individual interviews took between 30 and 60 minutes. As a result the number of students from whom it was possible to gain views from is smaller than the staff sample.

As with the staff questionnaire the questions included in the semi-structured interview schedule were agreed with the EP research support group within Greenshire LA and the 3+ Behaviour Group. A copy of the consent letter sent to students is included in Appendix III, a copy of the parental consent letter is included in Appendix IV, a copy of the introductory script used before each interview is included in Appendix V and a copy of the semi-structured interview schedule is included in Appendix VI.

Developing the questionnaire for parents

As with the questionnaire for staff, the parental questionnaire was developed with advice and comments from the EP research support group and from the 3+ Behaviour Group. The questionnaire was constructed with the same considerations as the staff questionnaire. A copy of the parent questionnaire is included in Appendix VII.

Trustworthiness of the data collected

The decision to allow staff questionnaires to be completed within departments was taken following a request from some members of teaching staff, as a pragmatic decision to increase the number of staff responding. However, a potential difficulty with this results from the hierarchical nature of secondary school departments. It is possible that the views recorded are more indicative of the views of the Head and senior members of department, rather than the other department members. Also, by producing a single departmental response any differences in views held by any individual members are potentially lost. A further potential threat to the trustworthiness of the data collected is the nature of the revision of the behaviour policy as a “top-down” initiative instigated by the SLT, who had articulated an aim of increasing school capacity to support students experiencing SEBD. Some individual members of staff and department heads may have felt more pressure from within the school hierarchy to complete the questionnaire than others, and to provide certain views.

A full record was taken of each interview through note taking during the interview. At the end of each interview I checked with the student whether what I had recorded reflected what they had meant to say and whether I had omitted to record anything they felt should have been. The interviews were also digitally recorded so that the information collected could be checked, and salient quotes extracted. The interviews were not fully transcribed, but I listened through each one within two days of completing the interview in order to check that the notes I had taken provided an accurate and comprehensive record of key points of the interview relevant to the research aims.

Ethical considerations

In conducting the preliminary study I was committed to ensuring the ethical care of the participants. As a practising Educational Psychologist I am registered with the Health and Care Professions Council and I adhere to the Standards of Conduct Performance and Ethics of this body (HPC, 2008). I also adhere to the British Psychological Society, Division of Educational and Child Psychology Professional Practice Guidelines (DECP, 2002) and the British Psychological Society Code of Human Research Ethics (BPS, 2010).

The British Educational Research Association (BERA) (2004) states researchers must minimise the effect of research designs that advantage or disadvantage one group of participants over another. No particular detriment or advantage appeared to arise from the research design of the preliminary study, but I was aware that the children taking part, particularly those at risk of exclusion, could potentially be discussing things emotionally difficult for them. Each child nominated a member of staff to whom s/he felt able to go to after the interview should s/he wish to discuss their involvement in the research or issues arising from the semi-structured interview. The nominated members of staff were made aware of when the child was being interviewed.

I was also aware, throughout the research process, of the power differentials between the three main groups of participants who were identified (teaching staff, parents/carers and students), as well as within the school staff hierarchy itself. The research was designed to allow all participants to give information and opinions freely, through confidentiality and anonymity.

I completed the study as a research-practitioner. These two roles were potentially conflicting as, through my work as a practising educational psychologist, I already worked closely with the Inclusion Manager, as well as some of the members of staff and children whom I interviewed. To address risks of role confusion the same script was used (see Appendix V) to introduce each interview and to clarify with the participants that their and my involvement in the research was a separate from any other ongoing work that we were doing together. I recognised that it was important for me to retain a reflexive position throughout the research process.

I completed the University of Birmingham Post Graduate Ethics Form in May 2008 following discussion with my University Supervisor.

Coding the data

Each completed staff and parent questionnaire, and the notes taken from each student interview were numbered and the responses to each question were organised into a table to enable answers for each question to be read together. Each piece of information was numbered so that it could be followed back to the original source (Denscombe, 2003). The coded information for responses to the first question on the staff questionnaire is included in Appendix VIII as an example.

Codes were inducted from an initial reading of the data which then served as a template for the data analysis. It is likely that my prior knowledge and experience of the subject area affected what I noticed as being important, but aimed to keep an open mind to notice unexpected and novel factors. A flexible approach was adopted and the initial codes were altered as necessary as the data analysis continued and further patterns in the data were noticed. Each piece of information presented in the data was given a number code. For instance, if the respondent mentioned

‘celebration assemblies’ as a means of promoting good behaviour this was given a particular code. To increase the trustworthiness of this analysis, a co-rater (a trainee educational psychologist) also analysed the data in parallel and any differences of interpretation discussed and agree.

The number of times each coded item occurred was then counted. In order to analyse the data in a systematic way, a template was devised following the advice of Crabtree and Miller (1992) in order to summarise and display the data. An example of the template used to display the summary of the coded responses to the staff questionnaire question 1 is included in Appendix IX as an example. In terms of ranking the relative importance of each coded item, the number of times each is mentioned by a respondent can only be used as a tentative guide. For instance with regard the staff questionnaires, relative salience will have been significantly affected by the fact that some questionnaires were completed individually, while others comprised a group response of up to nine members of staff.

Identifying themes

The coded responses were then analysed further using a thematic approach: that is, common themes for all the coded responses for each question were identified. Ely et al. (1997) warn against assuming themes ‘emerge’ from data as if they have an existence independent from the researcher, and urge the researcher to be reflexive:

“If themes ‘reside’ anywhere, they reside in our heads from our thinking about our data and creating links as we understand them”

(Ely et al., 1997 p 205)

As a researcher it is important to acknowledge that the themes I have identified result from my own interpretation of the data, which is effected by my experiences, values and view of the world. In order to increase the validity of the themes identified the trainee educational psychologist and I completed this activity independently and then compared and agreed the themes we had identified. It is important to acknowledge that, the trainee educational psychologist, as a member of the same profession as me, is likely to have read similar research relating to SEBD and potentially will have had similar preconceptions to me that will have influenced the themes that she identified. However, there were a number of differences in the themes we each identified, which were then resolved through a process of negotiation. I was aware during this process the potential for bias resulting from a power imbalance in our working relationship, in that I was also supervising the work of the trainee educational psychologist.

In considering what a theme is, Braun and Clarke (2006) suggest it:

“captures something important about the data in relation to the research question, and represents some level of patterned response or meaning within the data set”

(Braun and Clarke, 2006, p86).

The judgement of the researcher is key to identifying what counts as a theme. When analysing the data, deciding how many incidents of a particular code are necessary to identify a theme is not straight-forward and does require judgement. Braun and Clarke state that, although ideally a number of incidences should be identified within the data, *“more instances do not necessarily mean the theme itself is more crucial. As this is qualitative analysis, there is no hard-and-fast answer to the question of*

what proportion of your data set needs to display evidence of the theme for it to be considered a theme” (2006, p 86). The potential relevance, or ‘keyness’ of themes needs to be considered in relation to what they can contribute to the relevant research question, in this case: “How can the behaviour policy at Willow Park School promote good behaviour throughout the school and support students experiencing SEBD?

Thus, although the number of times a particular factor or item is used as a guide to identifying key themes, relevance to this research question is also considered as a very important factor.

Braun and Clarke (2006) suggest six steps when identifying themes, which were followed in this preliminary study:

1. becoming familiar with the data by reading through more than once and transcribing if possible;
2. generating initial codes that identify something in the data that appears interesting.
This coding is part of the analysis of organising the data into meaningful groups (Miles and Huberman, 1994);
3. searching for themes through sorting different codes into meaningful themes.
Different levels of themes may be identified, for instance with over arching themes, and some codes may not seem to fit anywhere at this stage and be recorded as miscellaneous;
4. reviewing themes. The codes for each theme are read together to see if they do in fact form a coherent pattern. If they do the themes are then read together to see if

they make sense in relation to the whole data set as a ‘thematic map’. Coded data that has not been assigned to a theme is checked to see if it should be included;

5. defining and naming themes through identifying what the ‘essence’ of each theme is about. Names need to be concise and to give the reader a clear understanding of what the theme represents; and
6. the final analysis which should provide a logical, coherent account employing extracts from themes that provide an “analytic narrative that illustrates the story that you are telling about your data...and an *argument* in relation to your research question” (p 100).

Following this process the themes that were identified for each respondent group are presented in Tables D, E and F.

Table D: Themes identified from the coded responses from the staff questionnaires

	Theme	Department responses	Individual responses
1	Rewards and sanctions	17	38
2	Positive school ethos	3	1
3	Relationships	3	1
4	Curriculum	4	8
5	Communication	3	2
6	Consistency	3	5
7	Pastoral support system	2	3
8	High expectations	5	10
9	Parental support	4	3
10	Additional support for students	2	2
11	Monitoring system	2	4
12	Pupil involvement	1	1
13	Class size	0	7
14	Modelling of behaviour	1	1
15	Support for teachers	1	3

Table E: Themes identified from the coded responses from the student semi-structured interviews

	Theme	Responses
1	Rewards and sanctions	12
3	Relationships with staff	6
6	Consistency	3
9	Parental support	7
10	Additional support for students	2
16	Seating arrangements	4
17	Labelling	4
18	Extra- curricular activities	3
19	Teacher qualities	12
20	Teachers intervening early	2

The first five themes were also abstracted from the staff questionnaires (and are numbered accordingly), but the next five themes (numbered 16 to 20) are different from those already identified. The highest number of recorded responses relate to rewards and consequences and to teacher qualities identified by students as helpful or unhelpful in response to SEBD.

13 themes were identified from the responses given by parents. Nine of these were also identified in the staff and four by students. These are included in Table F.

Table F: Themes identified from the coded responses from the parent questionnaire

	Theme	Responses
1	Rewards and sanctions	5
5	Communication	8
6	Consistency	5
8	High expectations	2
10	Additional support for students	2
12	Pupil involvement	1
13	Class size	1
14	Modelling of behaviour	2
15	Support for teachers	1
17	Labelling	2
21	Teaching	3
22	Recognition of progress in all areas	2
23	Emotional needs of children	3

Altogether 23 themes were identified from the responses from staff, students and parents. These are shown in Table I.2. and further discussed in Section 1.4.i of the thesis in relation to the development of the main study.

Appendix II

Copy of staff questionnaire (preliminary study)

My name is Toby Stevens and I am the Educational Psychologist for [Willow Park] School.

I have been asked to by the Senior Leadership Team to produce a report to help revise and improve the school behaviour policy and to help plan how the new Inclusion Centre will operate when it opens.

To do this it is very important to gain the views of school teaching and support staff, as well as the views of students and parents/carers.

The attached questionnaire has eight questions about behaviour management and the potential role of the Inclusion Centre. I would be very grateful if you could complete this questionnaire. Please include any information you think is important and relevant.

Responses to the questionnaire will be confidential and anonymous Individual respondents will not be identified in the report.

I would also like to use the results of the survey as part of my doctoral studies at the University of Birmingham. If you are happy for this please sign below. If this questionnaire is completed by more than one person please include names and signatures of all the respondents.

When completed please return in the enclosed envelope, or via email to XXXX.

Thank you for your time in completing this questionnaire.

Toby Stevens
Educational Psychologist

If you have any questions about completing the questionnaire please contact me on XXXXX, or speak to XXXX, Inclusion Manager.

I agree that Toby Stevens can use the results from the interview and questionnaire as part of his research studies at the University of Birmingham. I understand that any information used will be done so anonymously.

Signature(s) _____ Date _____

Your name(s):

Department:

Your position(s) in school:

1. How is good behaviour currently promoted within school?

2. What factors do you think encourage good behaviour?

3. What factors do you think currently present barriers to good behaviour?

4. How are pupils at risk of exclusion currently supported in school?

5. How are pupils who have received a fixed term exclusion supported when they return?

6. What do you see as the role of the Inclusion Centre

7. What sort of things do you think it should offer?

8. How do you see it fitting in with the school behaviour policy?

Thank you for completing this questionnaire.

Appendix III

Copy of letter sent to students being interviewed (preliminary study)

[Letter headed with school details]

Dear [student's name],

My name is Toby Stevens and I am an Educational Psychologist. I have been asked to talk to students about what they think about behaviour at [Willow Park] School, and whether it can be improved.

If you agree to take part your name will not appear in the report I will write, and it will not be possible to identify you. I will interview you in school at a time that is convenient to you. Interviews should take between 30 and 60 minutes. I will make notes of the answers you give and I would also like to record the interview in case I am not able to write everything down.

When the research is finished I it will contribute to the school behaviour policy which will is being rewritten.

I would also like to use the research as part of my doctoral studies at the University of Birmingham.

I hope that you will be willing to take part in the research. Please complete the reply slip and return it to school as soon as possible.

If you would like to talk about this further you or your parents/carers can contact me on xxxx. Alternatively, you can speak to xxxx, Inclusion Manager at school.

Many thanks,

Toby Stevens

Educational Psychologist

I agree to being interviewed by Toby Stevens in school with the understanding I will not be identified in the report that is written.

Signature: _____ Date: _____

I agree that Toby Stevens can use the results from the interview and questionnaire as part of his research studies at the University of Birmingham. I understand that any information used will be done so anonymously.

Signature: _____ Date: _____

Appendix IV
Parental permission letter (preliminary study)

[Letter headed with school details]

Dear [Parents name],

I have been asked to talk to pupils, their parents and teachers about what they think Willow Park School does to promote good behaviour and help students make progress with their learning. The results of the survey will be used to review the school behaviour policy.

I would also like to you the results of the survey as a part of my doctoral studies at the University of Birmingham.

The information collected will be reported anonymously and confidentially. I would like to interview (students name) in school. Interviews will take no longer than an hour. If you agree please sign and date below.

I enclose an information sheet and consent form for [students name] to complete, sign and return in the enclosed envelope.

I would also like to gain your views. I would be very grateful if you can complete the enclosed short questionnaire and also return in the enclosed envelope.

Please contact me on XXXXXX or [Inclusion Manager] at the school if you would like any further information.

Many thanks for your help.

Yours sincerely,

Toby Stevens

Educational Psychologist

I agree to [students name] being interviewed by Toby Stevens in school with the understanding I will not be identified in the report that is written.

Signature: _____ Date: _____

.....

I agree that Toby Stevens can use the results from the interview and questionnaire as part of his research studies at the University of Birmingham. I understand that any information used will be done so anonymously.

Signature: _____ Date: _____

(Please print your name)

Appendix V

Copy of the script introducing the semi-structured interview to students (preliminary study)

Thank you for volunteering to take part in this project.

I would like to talk with you about what you think about school, your experiences and ideas you have. What you say will help your teachers to understand what you think about the school. The session will last no more than 60 minutes.

What you tell me I will keep anonymous. This means that, although I will use what the pupils taking part say to help the school, no one will know who said what. Our conversation will be confidential; unless you tell me something that makes me think that either you or someone else is at risk of being harmed or in danger. I would have to tell someone else in school about that.

Taking part in this project is your choice. It is fine if you don't want to take part, or even if you change your mind while we are talking today and decide you don't want to take part. Just ask and we can finish the interview. Can I just check you know who the member of staff you can talk to after this interview if you want to?

You can ask any questions you have about the project now or at any time.

Specifically for students I have worked with before or are currently working with.

I know that we have met before, but this interview is completely separate from any other work we are doing together. I will not report anything you tell me now in reports I might write or meetings that we might have.

Many thanks again for taking part.

Appendix VI

Copy of the student semi-structured interview schedule (preliminary study)

1. How good is behaviour at Willow Park School?

Prompts:

- *Has it changed?*
- *Does it vary – lessons/age of students/different parts of the school?*

2. What help students to behave well at school?

Prompts:

- *In lessons*
- *Around the school more generally*
- *Influences from outside school*

3. What makes it more difficult for students to behave well at school?

Prompts:

- *In lessons*
- *Around the school more generally*
- *Influences from outside school*

4. What do your parents do that is helpful?

Prompts:

- *Supporting work*
- *Communicating with school*

5. Explain the Inclusion Centre and ask for ideas about what it should offer and how they think it could help them.

Prompts:

- *Who could attend and when*
- *What sort of activities*
- *What else could the centre be used for*

Appendix VII

Copy of the parent questionnaire (preliminary study)

1. What factors do you think promote good behaviour in school?

2. What doesn't help students to behave well in school?

3. It is planned to develop an Inclusion Centre, which could help support good behaviour in school. What do you see as the potential role of the Inclusion Centre?

4. What sorts of things do you think the Inclusion Centre should offer?

Appendix VIII

Coded responses for Question 1 of the staff questionnaire

Question 1	Questionnaire number	Response
How is behaviour currently promoted within school?	1	Very poorly, what is promoted is good behaviour of pupils who normally behave badly (M1) Some verbal praise (VP1) Some teachers send post cards home acknowledging good work (PH1) Pupils who consistently behave well are not recognised, it is expected of them (M2)
	2	Using praise (VP2) Merit marks (MM1) Certificates of commendation (CC1) Notes in planner (RP1) Geography postcards (PH2) Positive comments at parent's evening (PE1)
	3	Incident log (rarely) (IL1) Merit marks (y7-9) (MM2) Commendation certificates (all years) (CC2) Verbal praise (VP3) Notes/ Remarks in planner (RP2) Curriculum monitoring (CM1) → Most of these are for effort and/ or attainment rather than behaviour
	4	Curriculum monitoring – supported by follow up letters to parents. Tutor interviews in response to CM (CM2) Merit marks (MM3) KS3 presentation assemblies (CA1) Incident forms – though rarely used positively (IL2) Assemblies Planners (RP3) Parents' evenings (PE2) PSHE lessons (PHSE1) Classroom expectations and display of behaviour policy (BP1)
	5	Mutual respect – the way teachers treat students (MR1)
	6	Behaviour policy (BP2) Incident reporting (IL2) Detentions etc. (D1)

	7	Essentially through actions of Heads of School and also Form tutors. 3 year areas have own strategies with no formal whole school policy (MS1) Determining effective recognition of good behaviour Incident forms – (top section praise) not widely adopted
	8	Staff have high expectations of behaviour (HE1) A clear code of conduct (BP2) Use of praise/ commendations to identify progress children may make (VP4)
	9	Clear behaviour policy with stages of action (BP3) Displays (D1) Support of Management structure – department heads, then pastoral (MS2) Praise! (VP5)
	10	Expected and promoted in each class (HE2)
	11	Verbal praise (VP6) Lower, Middle school – merit marks/ certificates of commendation (MM3) (CC3) Presentation assemblies (CA2)
	12	Merits (MM4) Comments in planner (RP4) Commendations/ certificate of achievement (CC4) Verbal feedback Ring home (PC1) Comments after every lesson in book (IL3)
	13	Verbal praise (VP7) Merit marks (MM5) Certificates of commendation (CC4) Displayed work/ newspaper cuttings (D2) Assemblies (CA3)
	14	See P11 Staff Planner (BP4)

	15	<p>The ethos is oft restated – ‘this is a good school’. By and large students, parents, teachers and the community believe it, and school places are sought-after. (SE1)</p> <p>Most students wish to be viewed positively by each other and by staff as valuable human beings. This sets conscious and sub-conscious limits on poor behaviour (but those limits may not be placed quite where staff and parents would wish them to be placed, however.)</p> <p>Staff promote good behaviour by expectation (HE3), by praise/rewards (VP8), by sanctions where behaviour falls short of expectations (S1), and by use of the school’s behaviour policy (BP5).</p> <p>Staff model good behaviour (SM1).</p> <p>The majority of students model good behaviour most of the time (PM1).</p> <p>Students with recognised behavioural difficulties are helped to improve their social and learning behaviour (SH1)</p> <p>The uniform is smart when well worn.</p> <p>Students have opportunities to display leadership and maturity (acting as guides, student receptionist, prefects etc) (SR1).</p>
	16	<p>Praise – verbal (VP9)</p> <ul style="list-style-type: none"> - Planners (BP6) - Incident forms (IL4) <p>Merits/Commendations (MM6) (CC5)</p> <p>Departmental letters/ postcards home (PC2)</p>
	17	<p>With most staff expectations are high and enforced by good management of classroom (HE4). Bad behaviour is dealt with efficiently and effectively by consistency from year and house teams (pastoral system) (MS3)</p>
	18	<p>Role modelling from staff (SM2)</p> <p>Merits/ Commendations (MM7) (CC6)</p> <p>Curriculum monitoring (CM3)</p> <p>Home/ school agreement (teacher, parent and pupil to sign) (HS1)</p> <p>Celebration assemblies (CA4)</p>

Appendix IX

Summary of coded responses to staff questionnaire question 1: How is good behaviour currently promoted within school? (Individual response) [Departmental response]

Individual rewards	Individual sanctions	School level	Miscellaneous
Verbal praise (7) [2] Postcards home (1) [1] Merit marks (5) [3] Certificates of commendation (6) [2] Positive comments at parents evening (2) Remarks in planner(4) [1] Curriculum monitoring (3) [1] Phone calls home (1) Work displayed (2)	Detentions (1) Incident reporting (4) [1]	Celebration assemblies (3) [1] Behaviour policy (3) [1] PHSE lessons (1) High expectations (3) [2] Support of management /pastoral structure (2) [1] Positive school ethos [2] Staff model good behaviour (1) [1] Students model good behaviour [1] Mutual respect – the way teachers treat students (1) Home/school agreement [1] Students with SEBD helped to improve social and learning behaviour [1] Students given opportunities to display leadership [1]	Very poorly, what is promoted is good behaviour of students who normally behave badly. Students who consistently behave well are not recognised, it is expected of them (1) Most notes in planner are for effort and attainment rather than behaviour (1) Essentially through actions of Heads of School and also Form tutors. 3 year areas have own strategies with no formal whole school policy (1).

Appendix X

Copy of letter sent to parents of students being interviewed

[Headed with school details]

Dear [Parents name],

My name is Toby Stevens and I am the Educational Psychologist for Willow Park School. I have been asked by the school Senior Leadership Team to consult with students, their parents and teachers about what they think Willow Park School does to help pupils make progress with their behaviour and learning, and how this could be improved.

I would like to talk to [student's name] about what they think about behaviour at the school. Interviews will take between 30 and 60 minutes and will take during school time.

I will write a report summarising the views of everyone taking part in the research. Your child's views will be reported anonymously. The Senior Leadership Team will use the information to review the school behaviour policy and to think about how a proposed Inclusion Centre could operate.

If you agree that your child can take part please sign below and return this form in the attached envelope. I enclose an information sheet and consent form for your child also to sign and return in the enclosed envelope.

I would also like to use the information collected as a part of my doctoral studies. If you agree to this please also sign below.

Many thanks for your help.

Yours sincerely

Toby Stevens

Educational Psychologist

Please contact me on xxxxx if you have any questions about this, or alternatively you can contact xxxxx, Inclusion Manager, on xxxxx.

I agree that my child can be interviewed by Toby Stevens in school. The information will be confidential and no individual will be identified when the research is reported.

Signature: _____ Date: _____

.....
...

I agree to the information given by my child being used as part of Toby Stevens doctoral research. The information will be confidential and no individual will be identified when the research is reported.

Signature: _____ Date: _____

Appendix XI

Information sheet for students

An evaluation of the school behaviour policy

INFORMATION







- My name is Toby Stevens and I work for the educational psychology service. I visit your school on a regular basis and talk with teachers and pupils about teaching and learning.
- I would like you to be in a research project about what your school does to help pupils make progress with their learning and to overcome any difficulties they may have. Your teachers believe it is important to find out what pupils think about this and to use what you say to improve your experience in school.
- Your parents have already said that it is fine for you to take part, but I wanted to make sure that you would like to be in the project.
- If you agree to be in this project I would like to talk with you about what you think about school, your experiences and ideas you have. What you say will help your teachers to understand what you think about the school. The sessions will last about 50 minutes and will take place in school.
- The conversation that we have will be kept confidential. This means that, although I will use what the pupils taking part say to help the school, no one will know who said what.
- Taking part in this project is your choice. It is fine if you don't want to take part, or even if you change your mind later on and decide you don't want to take part.
- You can ask any questions you have about the project now or at any time. Signing your name at the bottom of the next page means that you agree to be part of this research.

Appendix XII

Pupil Consent Form

Please read the statements below and tick the boxes if you agree with them



	<p>I have read the information sheet</p>	
	<p>I have had time to think about the information and to ask any questions I have about it</p>	
	<p>I understand that I am volunteering to be involved and I can leave the project at any time without giving a reason</p>	
	<p>I understand that what the pupils taking part say will be shared with others, but no one will know who said what</p>	
	<p>I understand that the session will be audio taped to make sure a good record of what has been said can be made</p>	
	<p>I agree to take part in the project</p>	

(Please write your full name)

(Please sign your name)

(Date)

Thank you for completing this form.

Please send it back in the envelope provided.

Toby Stevens

Educational Psychology Service

Telephone: XXXXX

Appendix XIII

Semi-structured interview schedule for students

Introductory Script

Thank you for being willing to take part in this interview. I have been asked to talk to you by teachers from your school, and they are very keen to hear what you have to say. They want to use what you, and the other people being interviewed, have to say to make your experience at school better.

Can I assure you that what you say will remain anonymous and I won't keep records of the interview that have your name on. I will make notes of what you say as we go along, but I will also record the interview. This is so, if I'm not certain what I've written or I can't write quickly enough, I can check on the tape what you have said. I will only keep the tape for a few days to give me chance to do this. I will keep my written notes until the research is completed and people have had a chance to read it, which will be for about two years. This is so that if someone else wants to do some research like this, or wants to know more about how I have done this research, then I can show them. Then I will destroy the written notes. I am using the things you tell me to help complete a doctorate at Birmingham University.

Let's just check through the points on the information sheet which you have completed. [Reiterate the student's right to withdraw and agree where they will go if they want to stop the interview].

What you tell me will be anonymous and your name will not appear anywhere in the report I write for the school or in my University research report. I would like to include some quotes from what you say, but I will try my best to make sure you cannot be identified from what you have said. If you tell me anything that you do not want me to write down or use in my research please tell me. I will ask you this again at the end of the interview.

If you tell me about anything that I think puts you or someone else in danger or at risk of harm, then I would need to tell [Inclusion Manager] about this.

You may not have answers or views on some of the questions, and that's fine. It depends on what your experience in school has been and I don't expect you will be able to tell me about all the things I ask.

Please feel free to interrupt me at any point if you want to ask any questions.

Do you have any questions before we begin?

Are you happy to carry on?

Background Information

Identification number:

Year group:

Time at school:

Section 1: Open ended questions

I am going to ask you some fairly general questions to find out what you think about Willow Park.

1. What sorts of things did you hear about the school before you came here?
2. What made you choose to come to this school?
3. How do you think the other schools that you could have gone to are different?
4. What do you think about the school now that you have been here for a while?
5. What would you say to a friend if they were thinking of coming here?
6. What sorts of things do you think the school does really well?
7. Can you tell me about something that you think has gone particularly well for you while you've been here?
8. Can you give me an example of something that has not gone so well, or a particular difficult situation that you have had and how the school helped you with this?

Section 2: Ranking and discussion of the theories

The eight statements below, each one relating to one of the theories being investigated have been laminated individually on sheets. The statements will be discussed with the student as appropriate so that they understand what they mean and it will be explained that these ideas are being investigated through the research.

The students will be asked to rank them in the order they think most important for promoting good behaviour.

1. A school that is committed to helping all students.
2. A positive school atmosphere where rewards are used more than sanctions.
3. Behaviour is managed consistently by all teaching staff.
4. Teachers and parents work together.
5. Good relationships between students and teachers.
6. Teaching staff talk to each other about how best to promote good behaviour.
7. A range of different strategies for supporting good behaviour are available.
8. Appropriate training is available for teaching staff.

Once the statements have been ordered each one can be discussed in terms of how well the student believes each happens and the outcomes they have for behaviour. Prompts for each statement are included below. Whether data potentially gives information about Cs, Ms or Os is included in **red**. Responses to these questions will be recorded on the response grid [Appendix XIV].

Theory 1

- What do you think about how the school promotes good behaviour?
- Are there differences in behaviour between year groups/departments/groups of students? If so what are the possible reasons for this? **(C)**
- Have there been changes over time in behaviour at the school? If so what are the possible reasons for this? **(C/M)**
- Do you know about the Behaviour Policy? If so what do you know about it and what do you think of it? **(M/O)**
- Do you believe the school wants to help students with behaviour difficulties? Why do you feel this and how good a job do you think the school does? **(C/O)**

Theory 2

- What sorts of things do teachers do that encourage good behaviour in class and around the school? (M)
- How successful are the things that teachers do for you? (O)
- How successful are the things teachers do for other students? (O)
- Do teachers do things that makes it harder to behave well? What do they do? (Ms with negative O)
- Do teachers use rewards or sanctions more? Examples (M)

Theory 3

- Do you think teachers promote good behaviour in a similar way? (C/M)
- If there are differences what are they? (C/M)
- Are there differences between year groups/departments/teachers? (C)
- What effects do any differences have on behaviour? (O)
- If teachers do things differently do you think this can be a good thing or a bad thing? Examples (M/O)

Theory 4

- Do your parents help you at school? (C) How? (M)
- What do you find helps you particularly? (M with positive O)
- Is there anything that is less helpful? (M with negative O)

Theory 5

- How good are your relationships with teachers? (O)
- How do teachers make good relationships with students? (M)
- Do teachers talk to you and listen to you? (M)
- Do teachers sort out any difficulties you have and if so how? (M)
- Do you think it is important to have good relationships with teachers? (C) and if so how this helpful? (O)

Theory 6

- Do you know if teaching staff talk to each other about how best to help you in school? (M)
- How well do you think teachers communicate with each other? (M)
- If so how and when is this helpful? (O)

Theory 7

- How committed do you think staff are to helping you? (C)
- Do you think the school wants to help students that have particular difficulties, such as with their behaviour? (C)
- Are there any specific things that are done to help you particularly? (M)
- Do you feel you are making progress? (O)
- What helps you to make progress? (M)

Theory 8

- Do you know anything about the training that teachers have to help them do their jobs? (C)
- Are there any particular things that you think extra training would be helpful? (M)

Closing Script

Thank you for helping me and for giving up your time. Thinking back over your answers is there anything that you have said that you do not want me to have written down or to use in the report? Would you like to talk to your teacher further about this?

Appendix XIV

Semi-structured interview schedule for teaching staff

Introductory script

Thank you for being willing to take part in this interview.

Can I assure you that what you say will remain anonymous and I won't keep records of the interview that have your name on. I will make notes of what you say as we go along, but I will also record the interview. This is so, if I'm not certain what I've written or I can't write quickly enough, I can check on the tape what you have said. I will only keep the tape for a few days to give me chance to do this. I will keep my written notes until the research is completed and people have had a chance to read it, which will be for about two years. This is so that if someone else wants to do some research like this, or wants to know more about how I have done this research then I can show them. Then I will destroy the written notes. I am using the things you tell me to help complete a doctorate at Birmingham University.

What you tell me will be anonymous and your name will not appear anywhere in the report I write for the school. I would like to include some quotes from what you say, but I will be very careful to do my best to make sure you cannot be identified from what you have said. If you tell me anything that you do not want me to write down or use in my research please tell me. I will ask you this again at the end of the interview.

You may not have answers for some of the questions, and that's fine.

Please feel free to interrupt me at any point if you want to ask any questions.

Do you have any questions before we begin?

Are you happy to carry on?

Background Information

Can I first ask you:

Bi. Which department do you teach in?

Bii. How long have you worked here?

Biii. Which year groups do you teach?

Biv. Do you have any additional responsibilities?

Section 1: Open Ended Questions

I am going to ask you some fairly general questions to find out what you think about Willow Park.

1. Why did you choose to come and work at this school?
2. What sorts of things had you heard about it?
3. What has your experience of working here been?
4. What would you tell a friend or colleague considering applying for a job here?
5. What sorts of things do you think the school does particularly well?
6. What sorts of the things does the school not do so well?

Section 2: Ranking and discussion of the theories

The eight statements below, each on relating to one of the theories being investigated, will be given to the teacher on individual laminated sheets. The statements will be discussed with the teacher as appropriate so that they understand what they mean and I will explain that these ideas are being investigated through the research.

The teacher will be asked to rank them in the order they think are most important for promoting good behaviour.

1. A school that is committed to helping all students.
2. A positive school atmosphere where rewards are used more than sanctions.

3. Behaviour is managed consistently by all teaching staff.
4. Teachers and parents work together.
5. Good relationships between students and teachers.
6. Teaching staff talk to each other about how best to promote good behaviour.
7. A range of different strategies for supporting good behaviour are available.
8. Appropriate training is available for teaching staff.

Once the statements have been ordered each one can be discussed in terms of how well the teacher believes each happens and the outcomes they have for behaviour. Prompts for each statement are included below. Whether data potentially gives information about Cs, Ms or Os is included in red. Responses to these questions will be recorded on the response grid [Appendix XIV].

Theory 1

- How does the school promote good behaviour?
- Are there differences in behaviour between year groups/departments/groups of students? (C) If so, what are the possible reasons for this? (M)
- Have there been changes over time in behaviour at the school? (C) If so what are the possible reasons for this? (C/M)
- Do you know about the Behaviour Policy? If so how much do you know about and how successful to you believe it to be? (M/O)
- Do you believe the school is committed to helping students with behaviour difficulties? If so why do you feel this and how good a job do you think the school does? (C/O)

Theory 2

- How would you describe the general atmosphere in school? (C)
- Do you think students respond better to rewards or sanctions? (C/M/O).
- Are there differences between students generally in their behaviour? (C) (age/gender/previous behaviours)

- What strategies do you prefer to use to promote good behaviours? (M)

Theory 3

- Do you think teachers promote good behaviour by implementing the Behaviour Policy in a similar way? (M)
- If not where are the differences? (C)
- Do you the policy should be implemented in the same way by all staff? Why? (C)
- What effects do you think these differences have on student behaviour? (O)

Theory 4

- Do you think the school encourages teachers to work with parents? (C) Why do you think this? (M).
- Can you give an example of when working with parents has been very helpful?
- Can you give an example of when it could have been helpful to work more with parents? What prevented this from happening?

Theory 5

- Is building good relationships with students encouraged in school? (C)
- Are there structures/systems that enable this? (C/M)
- How do you go about developing good relationships with students? (M)
- Is there anything that makes developing good relationships more difficult? (C/M)
- Do you see benefits to developing good relationships? (O)

Theory 6

- Are there school systems/structures in place that facilitate good communication between teaching staff about how to support particular students with greater difficulties? (C)
- What are they? (M)
- Do you get to time to discuss approaches to support particular students? (M)
- If so, how does this affect your ability to meet individual student's needs? (O)

Theory 7

- How committed do you think the school as a whole is to supporting students with BESD? (C)
- Can you give an example of any particular adjustments or adaptations made for students with specific needs? (M)
- How successful this has this been? (O)

Theory 8

- How important do you think professional development for supporting students with BESD is viewed by the SLT?
- Have you received any professional development in this area? (M)
- What training? (M)
- How helpful any professional development has been in supporting practice (O)

Closing script

Thank you very much for helping me and giving up your time. Thinking back over your answers is there anything that you have said that you do not want me to have written down or to use in the report?

Appendix XV

Semi-structured interview schedule for parents

Opening script

Thank you for being willing to take part in this interview. I have been asked to talk to you by teachers from Willow Park, and they are very keen to hear what you have to say. They want to use what you, and the other people being interviewed, have to say to make your child's experience at school better.

Can I assure you that what you say will remain anonymous and I won't keep records of the interview that have your name on. I will make notes of what you say as we go along, but I will also record the interview. This is so, if I'm not certain what I've written or I can't write quickly enough, I can check on the tape what you have said. I will only keep the tape for a few days to give me chance to do this. I will keep my written notes until the research is completed and people have had a chance to read it, which will be for about two years. This is so that if someone else wants to do some research like this, or wants to know more about how I have done this research then I can show them. Then I will destroy the written notes. I am using the things you tell me to help complete a doctorate at Birmingham University.

What you tell me will be anonymous and your name will not appear anywhere in the report I write for the school. I would like to include some quotes from what you say, but I will be very careful to do my best to make sure you cannot be identified from what you have said. If you tell me anything that you do not want me to write down or use in my research please tell me. I will ask you this again at the end of the interview.

You may not have answers for some of the questions, and that's fine.

Please feel free to interrupt me at any point if you want to ask any questions.

Do you have any questions before we begin?

Are you happy to continue?

Background Information

Child's year group:

Section 1: Open Ended Questions

I am going to ask you some fairly general questions to find out what you think about Willow Park.

1. Why did you choose this school to send your child to?
2. How do you think it is different from other schools your child could have gone to?
3. What has your experience of the school been?
4. What would you say to a friend who is thinking of sending their child here?
5. What do you think the school does particularly well?
6. Can you give me an example of any particular difficulties situation that your child has had and how the school helped you with this?

Section 2: Ranking and discussion of the theories

The eight statements below, each on relating to one of the theories being investigated, will be given to the parent on individual laminated sheets. The statements will be discussed with the parent as appropriate so that they understand what they mean and I will explain that these ideas are being investigated through the research.

The parent will be asked to rank the statements in the order they think are most important for promoting good behaviour.

1. A school that is committed to helping all students.
2. A positive school atmosphere where rewards are used more than sanctions.
3. Behaviour is managed consistently by all teaching staff.
4. Teachers and parents work together.
5. Good relationships between students and teachers.

6. Teaching staff talk to each other about how best to promote good behaviour.
7. A range of different strategies for supporting good behaviour are available.
8. Appropriate training is available for teaching staff.

Once the statements have been ordered each one can be discussed in terms of how well the teacher believes each happens and the outcomes they have for behaviour. Prompts for each statement are included below. Whether data potentially gives information about Cs, Ms or Os is included in **red**. Responses to these questions will be recorded on the response grid [Appendix XIV].

Theory 1

- How well do you think the school has supported your child? (O)
- What sort of progress have they made? (O)
- What does the school do well/not so well? (M)
- Are there particular things that teacher's do that you think is helpful? (M)
- Do you know about the school behaviour policy? (M)
- How were you made aware of it ?
- How much do you know about what it says? (O)
- What do you think of it? (M)
- Generally, do you think the school wants to help students with behaviour difficulties? (C)
- What makes you think this? (C/M/O)

Theory 2

- How would you describe the general atmosphere at school? (C)
- What makes you think this? (C)
- What sorts of strategies are used for your child to promote good behaviour? (Ms with positive O)
- Are rewards used more than sanctions? (M)
- How does your child respond to varying strategies? (M)

Theory 3

- As far as you are aware, is your child supported consistently by different members of staff? (C)
- What differences are you aware of? (M)
- What are the effects of these differences? (O)

Theory 4

- How well does the school involve you in supporting your child? (M)
- How easy is it to get to talk to teachers if you want? (O)
- Are you happy with the amount of home/school communication? (O)
- How important do you think the school believes working with parents to be? What makes you think this? (C)

Theory 5

- Do you think teachers understand the needs of your child? (O)
- What sort of relationship does your child have with their teachers? (M)

Theory 6

- Do you know if teaching staff talk to each other about how best to help your child in school? (M)
- How good do you think communication between staff in school is? (M/O)
- If so, how and when is this helpful? (O)

Theory 7

- How committed do you feel the school is to helping your child? (C)
- Are there any particular things that are done particularly to help your child? (M)
- How effective do you think they are? (O)
- How committed do you think the school is generally to helping students with particular difficulties? (C)

Theory 8

- Are you aware of any particular training teachers have about working with students with behavioural difficulties?
- Is there any particular training you think should be provided?

Concluding script

Thank you for helping me and for giving up your time. Thinking back over your answers is there anything that you have said that you do not want me to have written down or to use in the report?

Appendix XVI

Recording grid for semi-structured interviews

Theory 1	Context	+	Mechanism	=	Outcome
	<p>A school that has an inclusive philosophy regarding students with SEBD that is reflected in the behaviour policy.</p> <p>.</p> <p>A school that wants to help students behave well.</p>		<p>Teachers, students and parents are aware of the behaviour policy, they are positive about it and they implement it.</p> <p>Teachers help students, students follow the rules and parents support this.</p>		<p>Teaching staff, students and parents believe the behaviour policy promotes good behaviour effectively, and progress made by students is attributed to the behaviour management strategies used.</p> <p>The school does a good job at promoting good behaviour</p>
Theory 2	Context	+	Mechanism	=	Outcome
	<p>A school that believes a positive atmosphere supports the progress of students with SEBD, and this is encouraged through the behaviour policy.</p> <p>A school that has a positive atmosphere</p>		<p>Teaching staff use positive methods of encouraging good behaviour.</p> <p>Teaching staff reward students for good behaviour</p>		<p>Students respond positively and make progress.</p> <p>Students like the positive rewards and behave well</p>

Theory 3	Context	+	Mechanism	=	Outcome
	<p>A school where dealing with students in a consistent manner is encouraged.</p> <p>A whole school approach to behaviour</p>		<p>Teaching staff implement the behaviour policy consistently.</p> <p>Where teachers consistently use similar strategies</p>		<p>Teaching staff, parents and students report teaching staff apply the behaviour policy consistently and that this is promotes good behaviour.</p> <p>Results in good behaviour in all lessons</p>

Theory 4	Context	+	Mechanism	=	Outcome
	<p>The involvement of parents and carers is believed to be important in supporting students with SEBD.</p> <p>The school wants to work with parents</p>		<p>Teaching staff liaise with parents. Information about student progress is shared with parents, any difficulties are shared at an early stage and positive problem solving to support students takes place.</p> <p>Teachers talk to parents about how students are getting on</p>		<p>Parents report liaison with school is good and they are aware of the strategies teaching staff are employing to support their child.</p> <p>Parents are aware of what they can do to support their child with their education.</p> <p>Teachers report time is available to liaise with parents and that this is of benefit to students with SEBD.</p> <p>Parents can help their child do well in school</p>

Theory 5	Context	+	Mechanism	=	Outcome
	<p>A school that believes good relationships between teaching staff and students is important in promoting good behaviour.</p> <p>Teachers think good relationships with students are important</p>		<p>Teachers develop good relationships with students. When difficulties arise they have time to listen, discuss and problem solve with students. Students' views on supporting students with SEBD are taken into account.</p> <p>Teachers talk to and listen to students</p>		<p>Teachers develop a deeper understanding of the needs of students.</p> <p>Students feel teachers listen to, understand and respond to their needs.</p> <p>Parents feel teachers understand and respond to the needs of their child.</p> <p>Teachers understand students and students feel listened to and that teachers understand them.</p>

Theory 6	Context	+	Mechanism	=	Outcome
	<p>Good lines of communication between teaching staff are believed to be important.</p> <p>Teachers have opportunities to talk to each other</p>		<p>Teachers have time to discuss with other teachers particular approaches for specific students.</p> <p>Teachers share information about how to help students behave well</p>		<p>Teachers develop greater understanding of particular pupil needs and feel more capable of meeting them.</p> <p>Teachers are able to help students</p>

Theory 7	Context	+	Mechanism	=	Outcome
	Teaching staff are committed to meeting the needs of a diverse range of SEBD.		Teaching staff select from a range of behaviour management strategies and teaching strategies to support individual students. "Reasonable adjustments" are made to support students with particular needs		Teaching staff, parents and students are positive about the range of teaching and behaviour management strategies. Students feel supported and respected and they make progress with their behaviour and learning. Teaching staff are confident about making reasonable adjustments and novel strategies are developed and success monitored.
	Teachers are committed to helping all students		Teachers try out different strategies to help students		Students feel supported and that they are making progress

Theory 8	Context	+	Mechanism	=	Outcome
	A school where the professional development of teaching staff in SEBD is encouraged and valued.		Teaching staff receive professional development (e.g. training) in SEBD appropriate to their needs.		Teaching staff feel confident they can meet the needs of students with SEBD.
	A school where training for staff is seen as important		Teachers get training		Teachers are confident and good at maintaining good behaviour

Appendix XVII

Recording Grid – SLT Transcribed comments and analysis

Theory 1	Context	+	Mechanism	=	Outcome
	<p>A school that has an inclusive philosophy regarding students with SEBD that is reflected in the behaviour policy.</p> <p>A school that wants to help students behave well.</p>		<p>Teachers, students and parents are aware of the behaviour policy, they are positive about it and they implement it.</p> <p>Teachers help students, students follow the rules and parents support this.</p>		<p>Teaching staff, students and parents believe the behaviour policy promotes good behaviour effectively, and progress made by students is attributed to the behaviour management strategies used</p> <p>The school does a good job at promoting good behaviour</p>
SLT 1	<p>We've changed our school system from having Heads of Year to having Learning Leaders. The new system kicked off in September 2009, with new people in that system. We had to make some subtle changes to the Behaviour Policy to fit those people in to the system. The perception of a Head of Year is a very pastorally based model, a Head of Year deals with behaviour – we want the Learning Leader to deal with behaviour, that's an important part of it – we want the Learning Leader to be focused on the <i>learning behaviour</i> of <i>all</i> students. Students with more specific behavioural needs are dealt with as part of a different system. It will take time for it to bed in and for people to assimilate their roles, which will continue to evolve.</p> <p>The new system means that I have some leverage to send children back to the Head of Department or Learning Leader to say 'What's happened so far?' That's a positive. It's the older staff that are used to sending children, it takes a long time for things to embed, and even some Heads of Department still do.</p>		<p>I think more teachers are aware of it and can quote from it. You're reminded of it more as new staff arrive. Throughout the year you won't hear much about it because it comes to the surface when the behaviour policy is up dated or there's an INSET. We're reminded of the structure and what the consequences are.</p> <p>It is the responsibility of all the teachers to read the Behaviour Policy and know what it says. The uniform policy is really clear, but not all teachers enforce it.</p> <p>A lot of the tools are in the behaviour policy. It's amazing how few people refer to this document. There are some fantastic flow diagrams in it about what to do. Level 1 behaviour – what do I do in this situation? We've got to get everyone using the system that is there and broadening the skills that everyone has if we are going to get consistency of behaviour.</p> <p>The Behaviour Policy and the flowchart structures what should happen.</p> <p>When teachers are experiencing difficult behaviour in class my first question is always 'Is the system being applied?'</p>		<p>Behaviour on the whole is very good. Perhaps our perceptions of poor behaviour are different because pupils are generally very good.</p> <p>Our behaviour was classed as 'outstanding' by OFSTED, so we're talking about tweaking here for some pupils. It's a small percentage of children in our school, not a generalised thing, although there will be some with emotional needs that we're not aware of.</p> <p>My perception is that the people who are working within that system have done a very, very good job this year. It's not been easy at times because they're still finding their feet, but within a new system they've done very well in working with the whole year group.</p> <p>It's how, as a school, we move forward maintaining outstanding behaviour in our classrooms</p> <p>On the whole we've got the most delightful students whose behaviour is outstanding – we need to be aware whether that is to do with the stuff we're doing, or is just the way that they are.</p>

	<p>We are looking to change students' behaviour. Often with behaviour structures the aim is to punish the student – and sanctions are an important part of it- but the sanction itself is not enough for our persistent offenders to stop them doing it again. We have to separate out the sanction – this is the sanction I'm going to give you for behaving poorly – and this is the support I'm going to apply to you to help you change that behaviour. Often, in behaviour management systems those two things get confused. What the students see when they persistently poorly behave is good stuff happening to them – I can spend some time with the counsellor, or I come out of that lesson I don't like very much, so I'll behave badly again. We have to be absolutely clear – this is your sanction – this is your support</p> <p>The behaviour policy says over and over again to change the student's behaviour. It needs a sanction, but the sanction is not enough in its own right. Just giving a detention and recording it on the behaviour log is not enough. It has to be about why are they behaving like that? Perhaps I'm not structuring this lesson very well, perhaps I've not differentiated the work very well for these students, perhaps I'm asking them to do something that they just cannot do and they're incredible frustrated. We as practitioners have got to be asking ourselves that question over and over again.</p> <p>The message that we have been trying to get out all year is that it is everybody's responsibility to try to change the behaviour of that student.</p> <p>The 3+ Behaviour Group meeting that the Directors of Personal Development and Inclusion Manager sit in, one of its purposes is communicating the strategy to the parents, students, teachers and TAs.</p>	<p>You'd have to look at the incident log – from my position I monitor it every 4 weeks. Children who have 5+ incidents in that period have letters sent home to parents, they can't go to the school disco (which happens every 6 weeks) and we put them on report for 3 weeks. In term 1 we had 13 children on report, in the last 2 terms we haven't had anybody. I would say the incident forms are helping us to reduce incidents, as long as staff keep writing them, you need the evidence when you meet parents. Helps for showing parents and seeing where the patterns are for example seeing whether there's an issue with male or female teachers, or NQTs or supply teachers.</p> <p>We have to change the hearts and minds of a significant number of teaching staff who are very much tapped in to an old behaviour management system. That's a big process to do that, it's not going to happen overnight. The key is to work as a team.</p>
<p>SLT 2</p> <p>In the Upper school we don't refer to the behaviour policy as such. The big word we use is 'Respect' – we speak to them differently than in year 7. Lower down I don't know – my time table is Y10 – Y13. Lower school have a better understanding of where they stand if things go wrong (because of the behaviour policy).</p>	<p>I try to deal with everything in the classroom myself. In my current role I have some clout. I understand that staff without major roles will understandably have to use the behaviour policy. Trick is to never get in confrontation with a child.</p>	<p>95% of behaviour is very good.</p> <p>We don't talk in the language of the 3 levels, like other schools using C1, C2 etc.</p> <p>A lot more is dealt with in Departments now.</p>

<p>SLT 2 continued</p> <p>I think the behaviour policy has the biggest impact in KS3 (which is not where I work)</p> <p>Outstanding behaviour is bedrock for the school – if you have outstanding behaviour everything else falls out of that. We need to make sure we've not got outstanding behaviour by default; that we've got outstanding behaviour because of the work that is being done in school.</p>	<p>I think partly because of my title, and my reputation, which has taken 20 years to build up, and experience.</p> <p>I do think the system needs changing so that there is a quick and easy way of referring children, which is something we are working on. So that it's quick for staff to do it.</p>	<p>I'd say that there's still not clarity and staff are still not adhering to outlines of the 3 levels of the behaviour plan. There are still staff who bypass steps and go straight to the Director of Personal Development. Some staff are still not tackling behaviour and they are making it more of an issue than it is.</p> <p>I am filling out incident forms slightly more regularly.</p> <p>Although behaviour was not highlighted by OFSTED as a major issue, there are some issues.</p>
<p>SLT 3</p> <p>It's everybody's responsibility – teachers, support staff, lunchtime supervisors, tutors – everybody in the system making our expectations explicit and applying them will get us a consistent behaviour by all our students.</p> <p>Under the old model it's somebody else's responsibility to deal with that behaviour so the student gets sent from the classroom to this behavioural magic wand waver who sorts the behaviour, repackages the student and sends them back. We know that doesn't work. The student comes back and behaves the way they did before. Ultimately, the best group of people to support that child are the adults in the classroom, because that is where the child will be. If the adults in the classroom can make the child see their behaviour is not appropriate and change it then that is a much more successful model because it is sustainable.</p>	<p>I led the group that reviewed the behaviour policy so person/professional development was excellent. I know very little about the whole sphere of SEBD. I wasn't a confrontational teacher in the first place, but it sharpened up skills of positive behaviour management.</p> <p>The kids are quite aware of the levels – it's in their planners. One off things – like earning 1000 points to go to the prom – have worked really well, had more impact than the behaviour policy.</p>	<p>Our lunchtime detention record shows the biggest issue for us [in the xxxx department] is children not handing in homework – which is not much of an issue. It's usually lack of homework rather than disruptive behaviour; if it is disruptive it's usually low level so we haven't really needed to use the behaviour policy.</p> <p>The behaviour policy is a very good document. It's very clear, importantly it starts off talking about positive behaviour – because you deal with most negative behaviour by being positive. It then goes on to deal with what you should do if you've got persistent negative behaviour, and it does it in a really clear way.</p> <p>Behaviour here is good to excellent. All children already are aware of our policy and amendments. Most children understand the behaviour policy and why we have a behaviour policy.</p> <p>In a school where behaviour has always been judged 'outstanding' the behaviour policy has always only been relevant to a significant minority. I feel that 1) incident Logging and 2) more attempts by subjects to deal with behaviour issues at levels 1 and 2 has had some impact..</p> <p>Teachers try their best, but when the situation is complex, it can go around in circles.</p>

<p>Analysis</p> <p>A change to the behaviour policy that encourages more interventions be put in place by the Learning Leaders and Heads of Department before referring on to SLT</p> <p>Being certain that the school does not have outstanding behaviour by default. We are expecting to change the students behaviour.</p> <p>Supporting students with SEBD is the responsibility of the whole school community (a change of context from the previous system where responsibility could be passed on). The adults best placed to improve behaviour are those who work directly with the students in the classroom.</p> <p>A focus on respect.</p> <p>Behaviour policy maybe applied more in KS3.</p>	<p>The behaviour policy has been communicated to staff through INSET and through SLT referring to it.</p> <p>Separate the sanction given for poor behaviour from the support that will then be provided for students to help them behave more appropriately in the future. For example the teacher could structure the lesson in a different way, or differentiate the lesson materials more appropriately.</p> <p>A group meets in school to review the behaviour policy.</p> <p>All staff are expected to read and implement the mechanisms and processes described in the Behaviour Policy.</p> <p>One off interventions, such as requiring students to earn a 1000 point to go to the prom can be very effective.</p>	<p>More behaviour difficulties are dealt with in departments, although some staff continue to go directly to the Director of Personal Development rather than tackling the behaviour themselves.</p> <p>Teachers are becoming more aware of the behaviour policy. It is taking time for all staff to implement the new system.</p> <p>Members of SLT may make use of the behaviour policy less because of their position of authority.</p> <p>School systems have been changed to increase responsibility for dealing with behaviour at the classroom level.</p> <p>Students not handing in homework is a particular concern.</p> <p>OFSTED has rated behaviour in the school as 'outstanding', but for a small number of students SEBD affects their access to the curriculum.</p> <p>The incident log is helping to reduce poor behaviour. It provides useful information to share with parents and can be used to look for patterns in behaviour, for instance incidents of poor behaviour happening in particular lessons. It only works if teachers fill out the incident forms.</p> <p>For some students with more complex difficulties a situation can become 'stuck' and there is little change over a long period of time.</p> <p>Outcomes for students continue to be varied as the school moves to a new system. The aim is to change the hearts and minds of teaching staff that may be locked in to an older system i.e. change staff attitudes.</p>
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Theory 2	Context	+	Mechanism	=	Outcome
	A school that believes a positive atmosphere supports the progress of students with SEBD, and this is encouraged through the behaviour policy. A school that has a positive atmosphere		Teaching staff use positive methods of encouraging good behaviour. Teaching staff reward students for good behaviour		Students respond positively and make progress. Students like the positive rewards and behave well
SLT1	When I was at school it was the PE teacher, big chap, big booming voice who dealt with behaviour. That works in that context, but the trouble is he couldn't be everywhere all the time. That's a fault with that sort of behaviour system – you end up with one person being the focal point of the behaviour system. Also, the context of the world has changed in the last 20 or 30 years and perception of children. That style of behaviour management, that sort of punishment style behaviour system change over time. If someone comes in to a class and bellows at the students that might be fine for a few lessons but ultimately it is not going to change the behaviour of the students.		We've got lots of academic mentoring style structures evolving all over the school – the more we're focusing on that academic mentoring the less we're focusing on behaviour. The more we're focusing on the positive – 'Do this, and work in this way' – rather than a 'Don't do that' which is a very negative way of dealing with behaviour. We're looking to lift the behaviour of students by getting them to think about the academic element of what they're doing		You see this as you go from classroom to classroom – if they're in a classroom where it's all happy and where they get praised, where they get rewarded actually most of the students will behave themselves. We all like a pat on the back when we've done something good.
SLT2	The SLT are focusing on positive rewards and not allowing so many after school detention etc.		The behaviour policy gives strategies that should help a teacher remain in control of the class.		When you're put on the spot by a student in front of 30 other students it can be really difficult to keep your cool, but that's what we've got to get to.
SLT3	Overall this is a very positive school we've got here. and I would say most teachers enjoy working here and working with the students		It now says in the behaviour policy that staff should use praise and rewards much more than punishments. There is research to say this is more effective – I know – I put it in the policy when it was revised.		Mostly relationships between staff and students are very good –children respond to this very well. When staff give time to explain and show the children what they are doing well and how to make this better they respond well. In my experience teachers who have more problems with managing behaviour can be inconsistent and they also use punishments too much.
Analysis	The SLT are promoting the use of positive rewards as more effective than using sanctions. School behaviour management style has moved away from being punishment based. Overall the school is a positive place.		During academic mentoring staff are being encouraged to focus on what learning behaviours the students can develop to improve academic results. The behaviour policy includes strategies to enable teachers to deal positively with SEBD.		Students respond better to praise than they do to punishments. Teaching staff are more able to control their own responses to poor behaviour.

Theory 3	Context	+	Mechanism	=	Outcome
	<p>A school where dealing with students in a consistent manner is encouraged.</p> <p>A whole school approach to behaviour</p>		<p>Teaching staff implement the behaviour policy consistently.</p> <p>Where teachers consistently use similar strategies</p>		<p>Teaching staff, parents and students report teaching staff apply the behaviour policy consistently and that this is promotes good behaviour.</p> <p>Results in good behaviour in all lessons</p>
SLT1	<p>The irony is that it's more difficult to get consistency in outstanding schools. Most of the time we don't need to use any of these systems and when you don't need to use it you don't use it. You deal with things the way you think they should be dealt with rather than referring to the Behaviour Policy.</p> <p>The problem with having outstanding behaviour in the school is that, because it's like that people don't feel the need to be consistent in the way that they apply behaviour systems. The most consistently applied behaviour policies are in schools where student behaviour is much more challenging...because behaviour is so much worse they have to be applied consistently. Here, I don't have to apply the behaviour systems consistently because most kids will just do what I ask them to – and that's the difficulty that we've got.</p>		<p>We apply the policy with rigorous flexibility. We get told – you suspended 'so and so' for that, but not the other children – but they have to trust we've taken complex circumstances in to account. A lot of children will say, we give too many chances to too many people, but a suspension can stay on their record, so it's serious.</p>		<p>It is becoming more consistent. Particularly lower down the school – it's very, very structured.</p>

<p>SLT2</p> <p>The way you interpret the behaviour policy depends on the age of the students. Lower down the school it's more authoritative management using language such as 'you shouldn't'. Higher up the school we talk to them more. When they've calmed down usually pupils can tell you the way forward.</p> <p>I suppose the new policy has affected students more, particularly the difficult ones. Because I deal with older students I can use other techniques. If they are continually disruptive I might threaten them with 'the project'.</p>	<p>We don't do any real intervention work at the moment, we may refer to the counsellor, get SEN involved – some need more than this – need ongoing support. We need to build up the skills they're lacking so they can take part in the mainstream (at the moment they are chucked out in to the corridor) in KS3. In KS4 we 'solve' by putting out to the Project- we say our curriculum isn't suiting them.</p>	<p>The 3 levels could make it clearer about where people cut in – there is still wide variation between how staff interpret and implement. Lots of departments implement well, others do not.</p> <p>Putting pupils in the corridor is not adequate, it's almost a treat.</p> <p>We've really successfully reintegrated one of the worst behaviour cases, permanently excluded from another school in year 10 – moved to the project and now back in year 11. We explain that they are still part of Willow Park School and if they want to come back they can, but things have to change (we can't do this in Y7 – Y9)</p> <p>Students can be aware of a lack of clarity between staff – for example what they're 'done for' in one subject might not be what they're 'done for' in another.</p>
<p>SLT3</p> <p>There is a lot of research on behaviour management. The one thing they all come back to is that effective, high quality behaviour management comes about when everybody applies the rules consistently, and with rigour. Not with just a few focal people who take responsibility for behaviour. The importance of consistency amongst all staff is that at some point virtually all children will misbehave, all the children have the capacity to do something they regret or was a mistake, it could be something as simple as not doing their homework, but the important point is that the rules need to be applied consistently to all students. If you haven't got that then the whole system falls apart. All you need is one member of staff to, say not pick up on a student not wearing a tie and that causes a problem for every member of staff in the school. The student goes to the next lesson and the teacher asks them to put on their tie and they go 'Oh, the last teacher didn't make a fuss about it'.</p> <p>We all have a role to play in the behaviour management of the students here. If we're going to continue to have outstanding behaviour we all need to buy in to that.</p>	<p>Next year we are substantially increasing the amount of time Learning Leaders get with their tutor teams so that they can work on consistency and rigour with the tutor teams.</p>	<p>The behaviour of the children in this school on the whole is outstanding. We have just come out of an Ofsted rating as outstanding. We are talking about very well behaved kids.</p> <p>It's a small proportion of our students whose behaviour needs changing. In the majority of cases here the behaviour is excellent.</p> <p>What really impressed me when I came here for interview is the way that the students are around the school. And to contextualise that I've come from one outstanding school to another. I still stand outside main hall and watch kids come in for assembly and I have to pick my jaw off the floor. Even [child] last year, when things were at the worst and we were at the point of making some very difficult decisions for [child], walking in to assembly shirt tucked in, tie done up top button done up, blazer done up and you're telling me that that's an incredible badly behaved student.</p>

<p>SLT 3 continued</p> <p>The trouble with behaviour systems is the absolute application of the behaviour system to the nth degree is going to create problems. So there has to be an element of flexibility, not chipping away at consistency, but an element of flexibility. There has to be a bit of judgement going on in terms of the application of the behaviour system. However, that flexibility can sometimes end up being too much.</p>		<p>And yet he is, but there is something about the ethos and behaviour at (this school) that is completely ingrained in [child] from the moment he comes in here.</p> <p>The idea of consistency and rigour is a nirvana – even schools where the behaviour is excellent there will be inconsistencies.</p>
<p>Analysis</p> <p>The Behaviour Policy is implemented more rigidly in Key Stage 3. Difficulties are discussed more with students further up the school, but they can be taught off site at the 'project'.</p> <p>Consistent application of the Behaviour Policy by all members of staff is crucial to success. One member of staff not applying it makes a problem for all the other members of staff.</p> <p>It is more difficult to get consistence in an outstanding school because most of the time teaching staff don't need to be so consistent, they can deal with things the way they think they should rather than referring to the behaviour policy.</p> <p>The absolute application of the Behaviour Policy to the nth degree will produce problems. There has to be an element of judgement and some flexibility, but not too much. Individual student home circumstances will affect how the behaviour policy is applied to them, particularly the point at which they may receive a fixed term exclusion.</p>	<p>Behaviour policy is applied with 'vigorous flexibility'.</p> <p>School counsellor or SEN department may be involved.</p> <p>School needs to develop more intervention to build up student skills so that they can continue to access mainstream lessons. Removing students (to the corridor in KS 3 or the project in KS 4) doesn't help the students.</p> <p>Increasing face to face contact time with Learning Leaders and their Tutor teams to facilitate an increase in consistency.</p>	<p>Behaviour is being dealt with more consistently, particularly in Key Stage 3.</p> <p>Students are aware of inconsistencies between staff.</p> <p>Behaviour at the school is rated by OFSTED as outstanding.</p> <p>Students experiencing significant SEBD still identify with the school and sign up to the school ethos.</p> <p>100% consistency is a nirvana.</p>

Theory 4	Context	+	Mechanism	=	Outcome
	<p>The involvement of parents and carers is believed to be important in supporting students with BESD.</p> <p>The school wants to work with parents</p>		<p>Teaching staff liaise with parents. Information about student progress is shared with parents, any difficulties are shared at an early stage and positive problem solving to support students takes place.</p> <p>Teachers talk to parents about how students are getting on</p>		<p>Parents report liaison with school is good and they are aware of the strategies teaching staff are employing to support their child.</p> <p>Parents are aware of what they can do to support their child with their education.</p> <p>Teachers report time is available to liaise with parents and that this is of benefit to students with BESB.</p> <p>Parents can help their child do well in school</p>
	<p>SLT 1</p> <p>95% of our children are lovely, and they make mistakes but are lovely. Like all schools the external factors of these children's lives are being brought in to school more and more and that's what we are fighting against.</p>		<p>We are encouraging Tutors and Learning Leaders to contact parents – to ring them up or write them a letter – as soon as they have any concerns about a child in their class. Not to wait and not do anything. I think talking to parents has been neglected at Willow Park.</p>		<p>I would say the incident forms are helping us to reduce incidents, as long as staff keep writing them, you need the evidence when you meet parents. Helps for showing parents and seeing where the patterns are for example seeing whether there's an issue with male or female teachers, or NQTs or supply teachers.</p>
	<p>SLT 2</p> <p>More persistent poor behaviour is driven by things that are not necessarily to do with school; they're multifactorial in terms of what is going on with that child. Some of our students have very poor home circumstances, part of a successful behaviour system is to unpick what those issues are and put support in place.</p>		<p>Parents should be contacted as a part of applying the behaviour system.</p>		
	<p>SLT 3</p> <p>My role has always involved meeting with parents, and I see the benefits in this. Teachers are pushed for time to do this on top of a full day teaching. It's still important though.</p>				<p>Working closely with parents, and keeping them informed of what is happening in school, stops lots of problems escalating.</p>

Analysis Home background can have a significant effect on a student's behaviour in school. Time can be limited for teachers to be in contact with parents.	It is expected that teaching staff contact parents as a part of applying the behaviour system.	The incident log is helping to reduce poor behaviour. It provides useful information to share with parents and can be used to look for patterns in behaviour, for instance incidents of poor behaviour happening in particular lessons. It only works if teachers fill out the incident forms. Working with parents can prevent difficulties escalating.			
Theory 5	Context	+	Mechanism	=	Outcome
A school that believes good relationships between teaching staff and students is important in promoting good behaviour. Teachers think good relationships with students are important	Teachers develop good relationships with students. When difficulties arise they have time to listen, discuss and problem solve with students. Students' views on supporting students with SEBD are taken into account. Teachers talk to and listen to students				Teachers develop a deeper understanding of the needs of students. Students feel teachers listen to, understand and respond to their needs. Parents feel teachers understand and respond to the needs of their child. Teachers understand students and students feel listened to and that teachers understand them.
SLT 1 Supporting children with SEN disabilities is easier as the children want help. Children with behaviour problems think or say they don't need the help so we back away, easier not to help them.	A more personalised curriculum – we're trying to move in that direction.				OFSTED has reported that relationships are good.
SLT 2 My main feeling is that KS3 classes are too big – 30/31 pupils. Smaller class sizes, so you could provide more targeted support.	No more corridor nonsense, don't deserve to be on corridors or ostracised.				I'm sure children who are kicking off aren't getting enough attention; the work may be too hard, very hard to differentiate appropriately for such an array of needs. It may be that when you're dealing with such a busy classroom you don't notice a child about to explode

<p>SLT 3</p> <p>I was at a really interesting conference a few weeks ago which was looking at the psychology of poor behaviour. Lots of students, when they find themselves in high anxiety situations are not able to think clearly, but as teachers we put them in situations of high anxiety. Unpicking that is not easy and we have to keep pulling in different agencies to support them. We need to be able to give staff the skills to be able to do that.</p>	<p>Part of the toolkit of what we do, or what we should be doing, is getting students to see the impact of what they do on others. One of the ways of resolving poor behaviour is to make sure the student is aware of what they are doing wrong. Historically that doesn't happen, we set a detention, we don't explain to them what it is that they've done wrong and why that is unacceptable. We have to make sure that is happening across the school consistently. You mustn't muddy the two things – the sanction has to be clear and this is the support we're now going to give to help you to not do it again. There has to be a clear identification of those 2 different things.</p> <p>Conversation that I have with kids when they're poorly behaved is 'what is the impact on you? What is the impact on the other people in the class room? Why is that not a good thing for you to do?' 95% of our students can do that thinking for themselves, but they've got to be asked the right questions in the first place and so part of training to all members of staff has to be the skills to ask the right questions and deal with it in a detached non-confrontational way.</p>	<p>Some people are very good at having that conversation that unpicks the students behaviour</p>
<p>Analysis</p> <p>Students with SEBD may be more difficult for staff to support than other SEN.</p> <p>KS3 classes are large.</p> <p>Talking to students about their behaviour in a non-confrontational way that doesn't increase their anxiety level is important.</p>	<p>Developing a more personalised curriculum.</p> <p>Teaching staff should take time to talk students about episodes of poor behaviour and what can be done to help them. Teaching staff may need to be given the skills to do that.</p> <p>Students need to be encouraged to think for themselves, but teaching staff need to be able to ask the right questions to encourage this.</p>	<p>Class sizes over 30 can make it difficult to get to know all the students, to differentiate appropriately and to notice a child that is struggling.</p> <p>OFSTED has reported that relationships are good.</p> <p>Seating students with SEBD in corridors does not help to develop positive relationships.</p> <p>Some teaching staff are very good at unpicking student behaviour with the student, but this is not consistent.</p>

Theory 6	Context	+	Mechanism	=	Outcome
	Good lines of communication between teaching staff are believed to be important. Teachers have opportunities to talk to each other.		Teachers have time to discuss with other teachers particular approaches for specific students. Teachers share information about how to help students behave well		Teachers develop greater understanding of particular pupil needs and feel more capable of meeting them. Teachers are able to help students
SLT 1	Everybody should be aware – this was the behaviour, this is what we think will change that behaviour so this is what we've put in place and everybody knows that that's happening.		More joint planning between teachers and teaching assistants would reduce a lot of the low level dumping.		I've got 6 meeting a year with the TAs, so maybe one of our jobs next year is how I communicate with 30 odd people about these sorts of things, and maybe something on the VLE [virtual learning environment – school based intranet for members of the school community] that comes from central whole staff meetings. Or do I invite everyone to the full staff meetings? I know that that is still not happening perfectly, but it's better than it was, we've still got work to do on it.
SLT 2	It is important that all teachers should know what a child's difficulties are, and how they might react in the classroom.		An information sheet is sent to all teachers of a child with special needs; it is their responsibility to read it.		
SLT 3					
Analysis	Teaching staff should be aware of the behaviour support plans that in place for students.		More joint planning between teachers and teaching assistants. Teachers receive an information sheet about all children they teach with SEN.		This is an improving situation; communication between teachers and TAs is getting better but still not happening perfectly.

Theory 7		
Context	Mechanism	Outcome
<p>Teaching staff are committed to meeting the needs of a diverse range of SEBD.</p> <p>Teachers are committed to helping all students</p>	<p>Teaching staff select from a range of behaviour management strategies and teaching strategies to support individual students. "Reasonable adjustments" are made to support students with particular needs</p> <p>Teachers try out different strategies to help students</p>	<p>Teaching staff, parents and students are positive about the range of teaching and behaviour management strategies. Students feel supported and respected and they make progress with their behaviour and learning. Teaching staff are confident about making reasonable adjustments and novel strategies are developed and success monitored.</p> <p>Students feel supported and that they are making progress</p>
<p>SLT 1</p> <p>It is a difficult balance between meeting their [students] needs and them recognising they've done something wrong.</p>	<p>The worst thing is disruptive students are isolated, on corridors. 'Labelled' by people who see them.</p> <p>Work experience for older students.</p> <p>The TAs who are good are brilliant and make such a difference. Some who are poor don't do anything</p>	<p>There is more evidence of 'reasonable adjustments' being made and differentiated outcomes, although this is still patchy.</p>
<p>SLT 2</p> <p>I think people who end up working with children have a natural empathy and are good at reading situations.</p>	<p>A different curriculum provision somewhere else for some of our most persistent offenders where we have tried everything we can and nothing is working, maybe there is a more sustainable solution elsewhere. Personally, as an outstanding school, if we can't cope with some of the behaviour issues that we have then my personal feeling is that we have failed. For me this is the last place we should get to is the point at which we say 'We can't deal with you, goodbye'.</p> <p>Alternative timetables are a good system in schools, and lots of departments put an alternative 1:1 timetable in place. This student has clearly reached a point where they are not going to be able to work in this classroom, I'm going to give them some work to do on the back of the 6th Form classroom where it's much quieter and they're less likely to misbehave.</p>	<p>IEPs (Individual Education Plans) can be a bit mind boggling – too much information – need more time for joint planning with a teaching assistant.</p>

<p>SLT 2 continued</p>	<p>Sending out of the classroom is a perfectly legitimate strategy, although I don't like to see student sent out of class for a whole lesson. It should be a short term intervention as a means to an end. It should be to diffuse the situation, re-engage the rest of the class on what they should be doing and then go out to have a conversation with the student and get them back in as quickly as possible. That student is entitled to an education as per the curriculum the government has set for this country.</p>	
<p>SLT 3</p> <p>Some teachers still work to the older model – this is what I teach in my classroom, this is the way that I teach it, if you don't like it well tough. You need to adapt to me, rather than the teacher adapting what they do to suit the class. It's an easy comment to make, but a much harder thing to achieve, particularly if you have 5 difficult groups during the day. But that's what we have to try and walk towards.</p> <p>All students are entitled to an education as per the curriculum that the government has set.</p> <p>With 99.9% of the students who walk in through our doors we should be able to deal with their very complex issues, whether they're SEN related or behaviour related, both of those systems should be the same. We've got an enormous amount of support here for SEN, where we've got behaviour issues the support should be the same and we should be able to support that student to change their behaviour. It has to start in every classroom – 'why are they behaving like that in my classroom?'</p>	<p>For some of our students, unpicking what is going on is such a long process; unfortunately they will spend time sat out on the corridor. Our job is to make sure we've got the right support mechanism in place to reduce the amount of time that that happens. We're tapping in to agencies outside of the school to support us with that because not all of the expertise sits here; some of the issues are so complex. I'm not trained as a social worker or a psychologist, I've been a Head of Year, and tended to deal with behaviour in that authoritarian way. I need to call on the support of those other people as well.</p>	<p>There are pockets of good things happening, but they don't happen consistently across the board</p> <p>If we do get to that point then we have to make sure that the provision that they go to is a high quality provision so that they then get the education that they need. And I am happy that where [child] has gone to will get him 5 GCSEs, and that is more than he would have achieved here. That is a very final solution and there are a lot of things that need to happen before we reach that end point.</p>
<p>Analysis</p> <p>There has to be a balance between adults meeting the child's needs and the child taking personal responsibility for their actions.</p> <p>More support is available for other forms of SEN than SEBD</p>	<p>Capable teaching assistants are a valuable resource and make a real difference to student progress.</p> <p>Alternative timetables or provision.</p> <p>Time students spend sitting in corridors should be kept to a minimum.</p> <p>Making use of support from outside agencies</p>	<p>There is more evidence of 'reasonable adjustments' being made and differentiated outcomes, although this is still patchy.</p> <p>Sitting students on corridors means they can be labelled as disruptive by anyone who sees them.</p> <p>Being educated away from the school can benefit a small minority of students with the most significant SEBD.</p>

Theory 8	Context	+	Mechanism	=	Outcome
	<p>A school where the professional development of teaching staff in SEBD is encouraged and valued.</p> <p>A school where training for staff is seen as important</p>		<p>Teaching staff receive professional development (e.g. training) in SEBD appropriate to their needs.</p> <p>Teachers get training</p>		<p>Teaching staff feel confident they can meet the needs of students with SEBD.</p> <p>Teachers are confident and good at maintaining good behaviour</p>
SLT 1	<p>I'm a believer in knowing about theory and how it impacts on practice. Training is not a penance, but a development point- we're a bit old fashioned here.</p>		<p>As a bit of historical information, we have worked with the Secondary Behaviour Management team before and we weren't given sufficient time to build up the skills and the tools. Heads of Department were trained in positive behaviour management strategies and they had to cascade. But they were least able to do that because it had been quick. If we do it again we have to apply enough time to it and not skim over the surface</p>		
SLT 2	<p>I would count myself as a teacher who is good at dealing with behaviour, but I'm always learning. What worked one year doesn't necessarily work the next. Kids change and the behaviours that you see from kids change so I would say there is a responsibility on us as a school to make sure that we've all got the right tools, that the staff working in the school have the right ways of dealing with behaviour. You may traditionally have a reputation of being very good, but that's not to say that the behaviours of the students might not change and actually your experience might not fit any more. This is why I think school's have a tendency to revisit behaviour systems cyclically. You do things, you raise the awareness of everybody, it works for a number of years, behaviour over that time perhaps gets a little bit worse so you do it again.</p>		<p>The school works to a distributed leadership model – if we're going to make that happen it is the responsibility of heads of department and faculty as a first point of call to make sure everyone in their department is applying those consistencies consistently. We do need to make sure that that is backed up by whole school INSET, that's a battle for next year.</p>		<p>There is an element of judgement in what we do. It's getting all of our teachers and support workers to the point where they feel confident and happy making those kinds of decisions about what course of action to take in a particular situation.</p>

<p>SLT 3</p> <p>We're in a transition from the old system to the new system and part of that transition is giving all of our teachers the skills that they need</p> <p>We have to be able to give teachers the tools to do it, so the skills.</p> <p>We know we have to give training time to make sure our staff have the right skills.</p>	<p>The INSET programme next year will have an increase in the amount of time that we are devoting to developing those behaviour management skills with the Behaviour Support Service.</p> <p>We will be working with the Heads of Department with the Secondary Behaviour Management Team. Heads of Department would not necessarily be involved in dealing with poor behaviour, it was the Heads of School who did it, therefore we are going to have to skill those people up and get them to see it as a part of their role.</p> <p>Unfortunately the INSET time available is not massive and the demands on it are massive but it is a priority</p>	<p>Not all teachers are good at dealing with behaviour, not all teachers have the right tools.</p> <p>Some teachers are not good at dealing with confrontational situations, although some are very good at it. We need to identify where that inconsistency is and give training to enable them to improve.</p> <p>If you have a teacher who hasn't got the right range of skills to deal with poor behaviour in a faculty where the head of department hasn't got the right range of skills the pupil will be accelerated through the process very quickly and there is no work to try to change their behaviour.</p>
<p>Analysis</p> <p>SLT view training as important as on-going development for teaching staff to develop skills based on theoretical understanding of SEBD.</p> <p>Training is not viewed positively by all members of staff.</p>	<p>Sufficient time needs to be made available for training, and it is planned to increase this.</p>	<p>Not all teachers have sufficient skills for dealing with SEBD, which can result in students experiencing SEBD receiving a higher level of sanction than would be the case if difficulties were better dealt with.</p>

Appendix XVIII

Individual participant's ranking of the eight Programme Theories in terms of perceived importance in supporting good behaviour and students' experiencing SEBD

Respondent	Theory 1	Theory 2	Theory 3	Theory 4	Theory 5	Theory 6	Theory 7	Theory 8
SLT 1	1	6	2	4	3	8	5	7
SLT 2	1	2	4	6	7	5	3	8
SLT 3	4	5	1	6	3	7	8	2
Total (rank)	6 (1)	13 (3)	7 (2)	16 (5)	13 (3)	19 (8)	16 (5)	17 (7)
Teacher 1	1	5	4	3	2	8	7	6
Teacher 3	1	7	3	5	8	2	4	6
Total (rank)	2 (1)	12 (7)	7 (2)	8 (3)	10 (4)	10 (4)	11 (6)	12 (7)
TA 1	1	2	3	5	6	7	4	8
TA 2	5	7	1	2	6	3	8	4
TA 3	2	7	6	5	1	3	8	4
Total (rank)	8 (1)	16 (6)	10 (2)	12 (3)	13 (4)	13 (4)	20 (8)	16 (6)
Student 1	1	5	3	7	2	6	4	8
Student 2	4	6	1	5	2	7	3	8
Student 3	3	4	5	1	6	2	8	7
Student 4	6	1	7	5	3	4	8	2
Student 5	4	3	1	7	5	6	2	8
Student 6	5	4	1	8	2	3	6	7
Student 7	2	1	5	6	3	4	8	7
Student 8	1	2	7	5	8	3	4	6
Total (rank)	26 (1)	26 (1)	30 (3)	44 (7)	31 (4)	35 (5)	43 (6)	53 (8)
Parent 1	3	2	5	4	1	8	7	6
Parent 2	5	2	8	1	3	4	7	6
Parent 3	2	3	7	1	4	5	8	6
Parent 5	8	2	1	4	5	6	3	7
Parent 6	4	1	6	2	3	5	8	7
Parent 7	1	3	8	2	4	7	6	5
Total (rank)	23 (4)	13 (1)	35 (5)	14 (2)	22 (3)	35 (5)	39 (8)	37 (7)
PSA (rank)	2	4	1	3	5	6	8	7

Appendix XIX

Theory 2 semi-structured interview results

Theory 2	Context	+	Mechanism	=	Outcome
	A school that believes a positive atmosphere supports the progress of students with SEBD, and this is encouraged through the behaviour policy. A school that has a positive atmosphere		Teaching staff use positive methods of encouraging good behaviour. Teaching staff reward students for good behaviour		Students respond positively and make progress. Students like the positive rewards and behave well
	SLT The SLT are promoting the use of positive rewards as more effective than using sanctions. School behaviour management style has moved away from being punishment based. Overall the school is a positive place.		During academic mentoring staff are being encouraged to focus on what learning behaviours the students can develop to improve academic results. The behaviour policy includes strategies to enable teachers to deal positively with SEBD.		Students respond better to praise than they do to punishments. Teaching staff able to remain in control of their own responses to poor student behaviour.
	Teachers Willow Park has a positive atmosphere. There is pressure on staff and students to produce high academic standards. Particular classes and individual students are easier to reward.		Staff use rewards and sanctions and implement the behaviour policy when necessary.		The rewards and sanctions system is more structured and implemented more rigorously in Y7 – Y9. The rewards system loses impact after Y9, and there is no equivalent in place for Y10 onwards. Giving rewards is more positive for the person giving them than giving punishments.
	Teaching Assistants The atmosphere in school is positive. Head teacher sets positive tone.		Most teachers use rewards such as verbal praise and merit marks more than sanctions. Some teachers get stuck in a negative spiral of only using punishments, Teaching assistants cannot give students merits or detentions.		Overall students behave very well and students experiencing SEBD want to stay at the school. Students become more poorly behaved Teaching assistants cannot reinforce good behaviour directly through the school reward system Students who behave well all the time may not be rewarded for this.

Students Overall the school is seen as a positive place. There is variation as to how students respond to different departments and individual teachers.	A wide range of rewards are used. Rewards are used less as students get older.	Students are positive about receiving merit marks. Less merit marks are given out as students get older. For some this is an indication that they are becoming more mature and it is seen as a positive, for some it is seen as a negative and teachers are viewed as being less encouraging. Detention is more effective when run by the teacher who gave it. Parents don't always know when their children are doing well at school. Students may get into a downward spiral of being in trouble.
Parents The school is positive and has a "can do attitude". The school takes responsibility for promoting good behaviour. The positive tone is set by the Head teacher.	Teaching staff use rewards. Build self-esteem by finding out what children are good at. Student needs to take responsibility for improving their own behaviour.	Punishments don't help the student to learn how to control their behaviour. Talking to the student in private when they have calmed down is more effective Peer pressure can limit progress to good behaviour. SEBD lasting for some time can be difficult to improve.
Parent Liaison Adviser It can be hard for parents and teachers to change and to reward children more.	Using a sanction of sending students out to the corridor to work.	Student misses out on curriculum. Not an effective sanction. Students are not rewarded for maintaining good behaviour and feel their good behaviour is not noticed by teachers.

Appendix XX

Theory 3 semi-structured interview results

Theory 3	Context	+	Mechanism	=	Outcome
	<p>A school where dealing with students in a consistent manner is encouraged.</p> <p>A whole school approach to behaviour</p>		<p>Teaching staff implement the behaviour policy consistently.</p> <p>Where teachers consistently use similar strategies</p>		<p>Teaching staff, parents and students report teaching staff apply the behaviour policy consistently and that this is promotes good behaviour.</p> <p>Results in good behaviour in all lessons</p>
	<p>SLT</p> <p>The Behaviour Policy is implemented more rigidly in Key Stage 3. Difficulties are discussed more with students further up the school, but they can be taught off site at the 'project'.</p> <p>Consistent application of the Behaviour Policy by all members of staff is crucial to success. One member of staff not applying it makes a problem for all the other members of staff.</p> <p>It is more difficult to get consistence in an outstanding school because most of the time teaching staff don't need to be so consistent, they can deal with things the way they think they should rather than referring to the behaviour policy.</p> <p>The absolute application of the Behaviour Policy to the nth degree will produce problems. There has to be an element of judgement and some flexibility, but not too much. Individual student home circumstances will affect how the behaviour policy is applied to them, particularly the point at which they may receive a fixed term exclusion.</p>		<p>Behaviour policy is applied with 'vigorous flexibility'.</p> <p>School counsellor or SEN department may be involved.</p> <p>School needs to develop more intervention to build up student skills so that they can continue to access mainstream lessons. Removing students (to the corridor in KS 3 or the project in KS 4) doesn't help the students.</p> <p>Increasing face to face contact time with Learning Leaders and their Tutor teams to facilitate an increase in consistency.</p>		<p>Behaviour is being dealt with more consistently, particularly in Key Stage 3.</p> <p>Students are aware of inconsistencies between staff.</p> <p>Behaviour at the school is rated by OFSTED as outstanding.</p> <p>Students experiencing significant SEBD still identify with the school and sign up to the school ethos.</p> <p>100% consistency is a nirvana.</p>
	<p>Teachers</p> <p>A lack of consistency between staff and between groups of students.</p>		<p>Teachers do not implement the behaviour policy consistently, particularly on more low level issues such as using mobile phones.</p>		<p>Students are unclear about what behaviour is expected</p>

Teaching Assistants The new behaviour system is giving the message that all members of teaching staff are equal to each other.	Teachers don't seem to know what the system is. Teachers are not consistent in whether they give detentions to a student who hasn't done their homework	There isn't always consistency between class teachers. Behaviour gets worse towards the end of the summer term.
Students Teachers are inconsistent in their approach to behaviour management.	Some teachers punish the whole class for misbehaviour and others talk individually to the student/s concerned. Some teachers deal with low level misbehaviours more than others. Some teachers don't follow up on detentions. This is not always followed through by teachers. Teachers respond to different students differently over the same misbehaviour. Having warnings is helpful	Students can resent whole class punishments. The classes are better behaved. The class thinks it can do what it likes. Having a number of different teachers with different styles for a particular subject can make it more difficult for the student. Poorly behaved students may get more rewards than students who consistently behave well.
Parents Consistency is important. Children need to know the expectations on them and they have a responsibility to behave well.	Pastoral Support Programme can be effective. Sanctions should be carried through.	Teachers are generally consistent in response to SEBD. Children may find failure difficult to manage if they are only used to being successful.
Parent Liaison Adviser Teaching staff interpret how to implement the Behaviour Policy and will have their own particular style. Students find inconsistencies in the approach of teaching staff difficult to manage.	The rules in the Behaviour Policy may be implemented consistently, but in different styles. The Parent Support Adviser can talk to the students about this, and help them to manage this.	Students have an opportunity to learn how to respond to a range of different authority styles. Inflexible implementation of the behaviour policy can lead to student's missing out on learning opportunities.

Appendix XXI

Theory 4 semi-structured interview results

Theory 4	Context	+	Mechanism	=	Outcome
	<p>The involvement of parents and carers is believed to be important in supporting students with SEBD.</p> <p>The school wants to work with parents</p>		<p>Teaching staff liaise with parents. Information about student progress is shared with parents, any difficulties are shared at an early stage and positive problem solving to support students takes place.</p> <p>Teachers talk to parents about how students are getting on</p>		<p>Parents report liaison with school is good and they are aware of the strategies teaching staff are employing to support their child.</p> <p>Parents are aware of what they can do to support their child with their education.</p> <p>Teachers report time is available to liaise with parents and that this is of benefit to students with SEBD.</p> <p>Parents can help their child do well in school</p>
	<p>SLT</p> <p>Home background can have a significant effect on a student's behaviour in school.</p> <p>Time can be limited for teachers to be in contact with parents.</p>		<p>It is expected that teaching staff contact parents as a part of applying the behaviour system.</p>		<p>The incident log is helping to reduce poor behaviour. It provides useful information to share with parents and can be used to look for patterns in behaviour, for instance incidents of poor behaviour happening in particular lessons. It only works if teachers fill out the incident forms.</p> <p>Working with parents can prevent difficulties escalating.</p>
	<p>Teachers</p> <p>Teachers are increasingly expected to work closely with parents, but finding time to do this can be difficult.</p>		<p>The Parent Liaison Adviser helps to develop good relationships between parents and teachers, particularly where the teacher has limited time.</p>		<p>Increased communication between home and school, which helps teachers better understand a student's difficulties.</p>
	<p>Teaching Assistants</p> <p>Parents, tutor, teaching assistant and traveller support teacher believe good home – school liaison is important in supporting a student's placement.</p> <p>Parents want student to attend school to learn to read and write and want to work with school staff. Parents are not literate and rarely contactable by phone.</p> <p>Three different teaching assistants working with the</p>		<p>Teaching assistants are able to visit parents at home during school hours.</p> <p>Traveller support teacher visits home and school.</p> <p>Teaching assistant talking to parents about the student's home life to have a better idea about how to support him in school.</p> <p>Talking to parents about student's behaviour in school,</p>		<p>Short term positive effects, but this reduces if home – school liaison is not maintained.</p> <p>Teacher and teaching assistant have greater understanding of traveller culture.</p> <p>Student's school placement is maintained. Homework is not done.</p> <p>Having three different teaching assistants means there</p>

student.	<p>and parents encouraging students to behave well in school.</p> <p>Liaison between home and school by the traveller support teachers, for instance about homework.</p> <p>Teaching assistant attending review meetings in school.</p> <p>Parent telephones TA regularly.</p>	<p>are more relationships for student and family to make.</p> <p>Teaching assistants gain a better understanding of the student's home background and parents understand better school expectations and can encourage their child to meet them.</p> <p>TA meeting parent can improve relationship with the student.</p> <p>A single point of contact for parents.</p>
<p>Students</p> <p>Teachers make an effort to work closely with students and their parents.</p>	<p>Student is present at meeting between teacher and parent. →</p> <p>Student is placed on report. →</p> <p>Progress is monitored through academic tutoring.</p> <p>Parents teach their child strategies that help them to do well in school.</p> <p>Parents are not informed about detentions. →</p> <p>Positive comments are sent home in the post. →</p> <p>Parents can notice if their child is worried about school.</p> <p>They can teach their child particular skills that are useful in school, such as looking at the teacher when you are listening to indicate that you are listening.</p>	<p>Student is part of the decision making process and signs up to what is agreed.</p> <p>Parents are able to see how the student is getting on each day, the student knows what their targets are, parents can reward the student appropriately and the student feels supported.</p> <p>Detentions are less of a sanction</p> <p>Student feels good about themselves.</p>
<p>Parents</p> <p>Parents do not always take responsibility for their child's behaviour or support teachers.</p> <p>High parental expectations are important.</p> <p>Working with parents seems to be high on the schools list of priorities.</p>	<p>Parents visit staff at school.</p> <p>Teaching staff write letters home and contact parents by telephone before difficulties escalate.</p>	<p>Communication with parents supports children's' progress.</p>

<p>Parent Liaison Adviser</p> <p>Some teaching staff believe home and school should be kept separate.</p> <p>Parents may find it difficult to approach teaching staff.</p> <p>Difficulties at home can be entrenched.</p> <p>Some parents want someone else to solve the difficulties their child is experiencing for them.</p> <p>Parents have less informal opportunities to talk with each other when their children are at Secondary school</p> <p>Teaching staff are increasingly encouraged to work with parents by school.</p>	<p>Parent Support Adviser works with parents on effective strategies that they can put in to place to improve behaviour.</p> <p>Parents are teaching each other through workshops.</p>	<p>Parents have more of an opportunity to talk to each other.</p> <p>Teachers do not attend workshops.</p> <p>Parents can be more confident talking to teaching staff.</p>
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Appendix XXII

Theory 5 semi-structured interview results

Theory 5	Context	+	Mechanism	=	Outcome
	<p>A school that believes good relationships between teaching staff and students is important in promoting good behaviour.</p> <p>Teachers think good relationships with students are important</p>		<p>Teachers develop good relationships with students. When difficulties arise they have time to listen, discuss and problem solve with students. Students' views on supporting students with SEBD are taken into account.</p> <p>Teachers talk to and listen to students</p>		<p>Teachers develop a deeper understanding of the needs of students.</p> <p>Students feel teachers listen to, understand and respond to their needs.</p> <p>Parents feel teachers understand and respond to the needs of their child.</p> <p>Teachers understand students and students feel listened to and that teachers understand them.</p>
	<p>SLT</p> <p>Students with SEBD may be more difficult for staff to support than other SEN.</p> <p>KS3 classes are large.</p> <p>Talking to students about their behaviour in a non-confrontational way that doesn't increase their anxiety level is important.</p>		<p>Developing a more personalised curriculum.</p> <p>Teaching staff should take time to talk students about episodes of poor behaviour and what can be done to help them. Teaching staff may need to be given the skills to do that.</p> <p>Students need to be encouraged to think for themselves, but teaching staff need to be able to ask the right questions to encourage this.</p>		<p>Class sizes over 30 can make it difficult to get to know all the students, to differentiate appropriately and to notice a child that is struggling.</p> <p>OFSTED has reported that relationships are good.</p> <p>Seating students with SEBD in corridors does not help to develop positive relationships.</p> <p>Some teaching staff are very good at unpicking student behaviour with the student, but this is not consistent.</p>
	<p>Teachers</p> <p>Good student – teacher relationships are important with appropriate boundaries and recognition that authority in the classroom remains with the teacher.</p>		<p>Student voice throughout the school is under used when considering poor behaviour. Behaviour could be a regular item on the student council?</p> <p>Groups of students talk about other students who are running in to problems– the “rumour mill “ - which is rarely constructive.</p>		<p>Staff student relationships are high quality.</p> <p>Peers of students returning to school may goad them into further misbehaviour.</p>

<p>Teaching assistants Developing good relationships with students is seen as important.</p> <p>The school is committed to helping students</p>	<p>Teaching assistants spend time talking to students and trying to understand their point of view.</p> <p>A behaviour unit would allow students a quiet place to talk to adults about their difficulties and to calm down.</p> <p>Some of the teachers will take the time to try to talk to them, to try to find out what the problem is.</p>	<p>Students may decide they've had enough and just leave the class.</p> <p>Students appreciate teachers who take time to develop relationships.</p>
<p>Students Developing good relationships with teachers gets easier as students get older. Teachers also spend more time talking to students.</p>	<p>The student council could represent students experiencing SEBD</p> <p>Teachers are encouraging.</p> <p>Teachers may incorrectly blame students for misbehaviour.</p> <p>Teachers develop good relationships by getting to know students' strengths and weaknesses.</p>	<p>This provides an opportunity to talk through the poor behaviour.</p> <p>Students want to work for teachers they have a good relationship with.</p> <p>Teachers can help students in the areas they need help.</p> <p>Some teachers presume students are misbehaving because they have in the past which can cause resentment.</p>
<p>Parents Teachers get to know students.</p> <p>Students have to take responsibility for their own behaviour.</p>	<p>Teacher available any time to talk with student.</p> <p>Teacher is friendly and doesn't shout.</p> <p>Involving students in decision making.</p>	<p>Some teachers are better able to make good relationships with particular students than others.</p>
<p>Parent Liaison Adviser Teachers view good relationships with students as important.</p>	<p>Teachers talk to the PLA about students circumstances.</p>	<p>Teachers can get a better understanding of a student's circumstances, although the information is provided by a third party (PLA) rather than through developing a direct relationship with the child.</p>

Appendix XXIII

Theory 6 semi-structured interview results

Theory 6	Context	+	Mechanism	=	Outcome
	<p>Good lines of communication between teaching staff are believed to be important.</p> <p>Teachers have opportunities to talk to each other</p>		<p>Teachers have time to discuss with other teachers particular approaches for specific students.</p> <p>Teachers share information about how to help students behave well</p>		<p>Teachers develop greater understanding of particular pupil needs and feel more capable of meeting them.</p> <p>Teachers are able to help students</p>
	<p>SLT</p> <p>Teaching staff should be aware of the behaviour support plans that in place for students.</p>		<p>More joint planning between teachers and teaching assistants.</p> <p>Teachers receive an information sheet about all children they teach with SEN.</p>		<p>This is an improving situation; communication between teachers and TAs is getting better but still not happening perfectly.</p>
	<p>Teachers</p> <p>The school ethos is benevolent and supportive.</p> <p>Teachers believe liaison between teachers encourages good behaviour.</p> <p>Students at risk of exclusion are identified implicitly rather than explicitly. There is no central mechanism for notifying teachers and tutors.</p> <p>No consistent system for communicating between Key Stages.</p>		<p>Email could be used to let teaching staff know when students have been internally excluded.</p>		<p>Support to avoid exclusion is patchy.</p> <p>Teachers are largely unaware of what has been put in place for students who might get excluded</p> <p>If a student has a PSP which is successful and they are not excluded returning to normal student life is largely unstructured and unsupported and the likelihood of long term improvement in behaviour is slim.</p>
	<p>Teaching Assistants</p> <p>Limited time available to talk to other members of staff</p>		<p>Teaching assistants can liaise with the tutor and Head of School about the behaviour of students they work with in class.</p> <p>Teaching assistant reports behaviour difficulties of a group of students to the team leader's attention, but feel nothing was done for 8 months.</p> <p>Tutor visited family at home.</p> <p>Email could be used to communicate if there was enough time to do it.</p>		<p>Teaching assistants are not always aware of the strategies that have been agreed in school to support a student who they work with. Therefore they cannot implement these strategies.</p> <p>Teachers don't have time to talk to TAs at the end of lessons.</p> <p>Teaching assistant not informed of tutors visit.</p>

Students Students were not aware of particular lines of communication between staff.	A teacher may warn another teacher about a student with poor behaviour. Teachers may “gossip” with students. Form Tutor can communicate with a student’s subject teachers.	Teachers expect some students to behave poorly. Teachers could learn from each other about how to support particular students experiencing SEBD.
Parents	Information sheet regarding a student’s needs is sent to all teachers. TAs could share information.	Duplication/triplication of letters sent to parents about their child having detention or being on report.
Parent Liaison Adviser Confusion about what information about students it is appropriate to share. The school is a big organisation which makes information sharing difficult.	A daily up date would be a good mechanism to keep all staff up to date with important information. Teachers talk to the Parent Support Adviser about students circumstances.	Sometimes information that should be passed on is not, and information that need not be passed on is. PLA advises teachers to go directly to parents for information. Team working has improved and more outside agencies come in to school.

Appendix XXIV

Theory 7 semi-structured interview results

Theory 7	Context	+	Mechanism	=	Outcome
	<p>Teaching staff are committed to meeting the needs of a diverse range of SEBD.</p> <p>Teachers are committed to helping all students</p>		<p>Teaching staff select from a range of behaviour management strategies and teaching strategies to support individual students. "Reasonable adjustments" are made to support students with particular needs</p> <p>Teachers try out different strategies to help students</p>		<p>Teaching staff, parents and students are positive about the range of teaching and behaviour management strategies. Students feel supported and respected and they make progress with their behaviour and learning. Teaching staff are confident about making reasonable adjustments and novel strategies are developed and success monitored.</p> <p>Students feel supported and that they are making progress</p>
	<p>SLT</p> <p>There has to be a balance between adults meeting the child's needs and the child taking personal responsibility for their actions.</p> <p>More support is available for other forms of SEN than SEBD</p>		<p>Capable teaching assistants are a valuable resource and make a real difference to student progress.</p> <p>Alternative timetables or provision.</p> <p>Time students spend sitting in corridors should be kept to a minimum.</p> <p>Making use of support from outside agencies</p>		<p>There is more evidence of 'reasonable adjustments' being made and differentiated outcomes, although this is still patchy.</p> <p>Sitting students on corridors means they can be labelled as disruptive by anyone who sees them.</p> <p>Being educated away from the school can benefit a small minority of students with the most significant SEBD.</p>
	<p>Teachers</p> <p>Many interventions and strategies to help students experiencing SEBD are put into place over lengthy periods of time, which can have a detrimental effect on other students.</p>		<p>The school counsellor gives students coping strategies.</p>		<p>Putting students in public in the corridor as a sanction can have the opposite of the desired impact by giving the student validity/kudos. A quiet place away from other student would be better in order to reflect and talk about the incident with an adult.</p> <p>Sometimes there is no 'closure' for the student, class or the member of staff if a serious incident is dealt with elsewhere. All need to see that there have been appropriate consequences and that an end is brought to the incident.</p>

Teaching Assistants Cultural differences in student respect for male and female teachers. Teachers are committed to helping students.	Little evidence of a variety of strategies being used – students often sent out of class. Social stories used successfully in class to develop social skills.	Understanding a student's home background helps with supporting them.
Students Staff are committed to helping students with various difficulties, but find SEBD challenging.	Practical lessons with less writing, for example using role play to learn. Teachers who are enthusiastic about their subjects. Teaching assistant support. Being on report. A large range of rewards used.	An offsite centre can help students experiencing significant SEBD. Detentions can seem unfair and students may respond negatively to this.
Parents The school is committed to, and takes responsibility for, helping students with SEBD. Quiet children may be overlooked. Children's emotional needs maybe overlooked.	Differentiated teaching → Individual support, for example from a mentor. Individualised learning plan. Higher staff ratio.	keeps children engaged. Individualised support is provided
Parent Liaison Adviser Teaching staff care about the students and work hard to support them. As it is a high achieving school students with SEBD stand out more. What might be seen as normal behaviour in another school can be seen as delinquent at Willow Park	Differentiating delinquent from normal behaviour.	Teaching staff begin to see a children experiencing SEBD, rather than a delinquent child.

Appendix XXV

Theory 8 semi-structured interview results

Theory 8	Context	+	Mechanism	=	Outcome
	A school where the professional development of teaching staff in SEBD is encouraged and valued. A school where training for staff is seen as important		Teaching staff receive professional development (e.g. training) in SEBD appropriate to their needs. Teachers get training		Teaching staff feel confident they can meet the needs of students with SEBD. Teachers are confident and good at maintaining good behaviour
	SLT SLT view training as important as on-going development for teaching staff to develop skills based on theoretical understanding of SEBD. Training is not viewed positively by all members of staff.		Sufficient time needs to be made available for training, and it is planned to increase this.		Not all teachers have sufficient skills for dealing with SEBD, which can result in students experiencing SEBD receiving a higher level of sanction than would be the case if difficulties were better dealt with.
	Teachers Whole school initiatives limit meeting individual teachers professional development needs.		Key workers do not get any specific training regarding SEBD. If teaching assistants had more training they could take on more responsibility for lesson planning and delivery and would have higher status.		Poor teachers lack the support systems to improve their classroom management.
	Teaching assistants		Little training on SEBD has taken place for teaching assistants. The experience of TAs could be a good resource for training.		Training tailored to a particular student's needs has been successful.
	Students Students were not aware of any training teaching staff may receive.		Teachers could learn from each other.		Teachers should have training.
	Parents Teaching staff should receive training.		Teachers should learn about how to work with children with particular difficulties, such as ADHD.		Some teachers have good skills, but not all understand how to work with students with different kinds of SEBD.
	Parent Liaison Adviser Teacher do not seem to get training				Some teachers feel out of their depth, particularly with students experiencing social difficulties.

Appendix XVI
Part A of Ethics Form EC2

Form EC2 for POSTGRADUATE RESEARCH (PGR) STUDENTS

MPhilA, MPhilB, MPhil/PhD, EdD, PhD IS

This form MUST be completed by ALL students studying for postgraduate research degrees and can be included as part of the thesis even in cases where no formal submission is made to the Ethics Committee. Supervisors are also responsible for checking and conforming to the ethical guidelines and frameworks of other societies, bodies or agencies that may be relevant to the student's work.

Tracking the Form

- I. Part A completed by the student
- II. Part B completed by the supervisor
- III. Supervisor refers proposal to Ethics Committee if necessary
- IV. Supervisor keeps a copy of the form and send the original to the Student Research Office, School of Education
- V. Student Research Office – form signed by Management Team, original kept in student file.

Part A: to be completed by the STUDENT

NAME: Toby Stevens

COURSE OF STUDY (MPhil; PhD; EdD etc): EdD Ed Psych

POSTAL ADDRESS FOR REPLY: XXXXXXXXXXXXXXXX

CONTACT TELEPHONE NUMBER: XXXXXXXXXXXXXXXX

EMAIL ADDRESS: XXXXXXXXXXXXXXXXXXXXXXXX

DATE: 12th November 2009

NAME OF SUPERVISOR: Sue Morris

PROPOSED PROJECT TITLE:

A Realistic Evaluation, through case studies, of the effectiveness of the provision made by a Secondary School for pupils at risk of exclusion, and the implications of this for the setting up of a Learning Support Unit in the school.

(Title changed to: A Realistic Evaluation of a Secondary School Behaviour Policy)

BRIEF OUTLINE OF PROJECT: (100-250 words; this may be attached separately)

The main focus of the research will be case studies of provision made for students attending a mainstream secondary school. Some of the students selected will be at risk of exclusion from the school as a result of behavioural, emotional or social difficulties. The students may, in the near future, be placed in a Learning Support Unit (LSU) which is planned to open in the school.

The purpose of the research is to:

- investigate the aspects of the current provision, identified from the school Behaviour Policy, that are helping to maintain each student's school placement;
- identify the short comings to be addressed in the current provision, and
- to use this knowledge to inform the programme that will be offered in the LSU.

It is planned to use a Realistic Evaluation approach based on the work of Ray Pawson and Nick Tilley. The research will explore the contexts and mechanisms that result in positive outcomes in each case study.

Participants in the study are likely to be children and young people at the school, their parents and school staff.

Data will be collected through questionnaires and semi-structured interviews.

The results of the study will be reported to the participants in the form of a report and presentation, with opportunities to discuss the findings individually if requested.

As a practising Educational Psychologist I am registered with the Health Professions Council and I adhere to the Standards of conduct performance and ethics of this body.

I also adhere to the British Psychological Society's Code of Ethics and Conduct.

MAIN ETHICAL CONSIDERATION(S) OF THE PROJECT (e.g. working with vulnerable adults; children with disabilities; photographs of participants; material that could give offence etc):

The main ethical consideration will be working with children and young people, some of whom will have behavioural, emotional and social difficulties. The questions they will be asked are potentially challenging. For instance, they will be asked to comment on the positive and negative aspects of their school. This is potentially distressful, particularly if their experiences have not been good. Also, the views of the pupils may be at odds with those of their parents and teachers, which may create feelings of dissonance and make the voicing of them difficult and uncomfortable. The pupils will be interviewed during the school day, which will mean they will miss a particular lesson, with potential impact on their studies.

RESEARCH FUNDING AGENCY (if any): None

DURATION OF PROPOSED PROJECT (please provide dates as month/year):
June 2008 to March 2010

DATE YOU WISH TO START DATA COLLECTION: December 2009

Please provide details on the following aspects of the research:

1. What are your intended methods of recruitment, data collection and analysis?

Please outline (in 100-250 words) the intended methods for your project and give what detail you can. *However, it is not expected that you will be able to answer fully these questions at the proposal stage.*

The research project is an evaluation of provision currently made for students with behavioural, emotional or social difficulties in a Secondary school, and the implications of this for setting up a Learning Support Unit (LSU) in the school. The participants involved in the research will be a sample of Y7 to Y12 students, some of whom are at risk of permanent exclusion, some who have already been excluded, some who have lower level emotional and behavioural difficulties, and also a group who present with no particular difficulties. This sample is likely to be up to 20 pupils. The pupil's parents will be interviewed (possibly by telephone or in a focus group). The views of a wider group of parents will be canvassed through a questionnaire. Approximately 10 members of staff will be interviewed. Staff will be selected who either have particular pastoral responsibility for pupils or who are involved in planning the pastoral systems in school. In addition, the views of all staff will be gained through a questionnaire.

It is likely very large amounts of qualitative data will be collected through the interviews and questionnaires. This will need to be analysed in a systematic way. It is likely the current study will employ a form of matrix analysis. The RE process encourages the identification of potential mechanisms, contexts and outcomes at an early stage in the research process.

The questions the participants are asked will be mapped against the research questions so that data that can help answer these questions is more likely to be collected. Once the questions are produced a coding frame can be developed for each that will allow the responses to be allocated as a context, mechanism or outcome, either positive or negative. As the collection of the research data is progressing, the coding frame will give an indication as to whether good data is being collected in each answer, or whether the questions need some modification to improve the data that is collected.

It is likely that the data analysis process will be a flow of activity between three areas: data reduction, for instance through coding or writing memos; data display, for example through matrices, charts or networks; and conclusion drawing and verification. These three activities, as well as the collection of the data itself, are likely to be carried out concurrently, with each affecting the other. It is probable the current study will involve a data analysis process like this, but it will be further developed during the research process.

2. How will you make sure that all participants understand the process in which they are to be engaged and that they provide their voluntary and informed consent? If the study involves working with children or other vulnerable groups, how have you considered their rights and protection?

The methodology of Realistic Evaluation encourages the involvement of those involved in delivering a programme to be actively involved in the evaluation. This will happen initially at the hypothesis generating stage, where staff will be asked for their ideas about what strategies are likely to be successful in supporting the students. At this early stage in the research I will meet with key staff to discuss the research project. Each person's right not to be a part of the study, and right to withdraw at any time, will be made explicit.

With reference to recruiting the students, an explanation of the research topic, an outline of the study and a number to ring for further information will be given to their parents/carers. A copy of this letter is attached. If parents/carers agree to their child being involved, they will ask their child if they want to participate. An information sheet and permission form to complete is provided for the pupils. These two documents are also attached.

If the student agrees then an appointment for an interview will be arranged in school. Before the interview begins I will explain again the purpose and nature of the study, the limits of confidentiality, I will answer any questions they have and explain again the right to withdraw. It will also be explained that, although they have already given permission to be involved, the pupils can change their mind at any time and withdraw, and that this would be quite acceptable. If they do want to withdraw then they will be asked to either let me know, their parents or a member of staff in school.

In guiding how children and young people are involved in the research articles 3 and 12 of the United Nations Convention on the Rights of the Child are relevant. Article 3 requires that in all actions concerning children the best interests of the child must be the primary consideration. Article 12 requires that children who are capable of forming their own views should be granted the right to express their views freely in all matters affecting them, commensurate with their age and ability. Therefore, if the current study involves participants whose age, intellectual capability or other vulnerable circumstance may limit the extent to which they can be expected to understand and make responses, then alternative ways in which they can be enabled to make authentic responses must be fully explored. Developing and using means of developing the involvement of potentially vulnerable participants may be a focus of the current study. This will be evident once the sample is agreed. Throughout it will be necessary to recognise that participants may experience distress or discomfort in the research process and all necessary steps should be taken to put them at their ease. No actions should be taken that could cause emotional or other harm.

If parents are to be interviewed, again the study will be explained individually and, if involvement is agreed, the right to withdraw at any time will be made explicit.

Permission will be gained from members of school staff to be interviewed by the Inclusion Manager in school.

3. How will you make sure that participants clearly understand their right to withdraw from the study?

It will be explained to all the participants that their involvement is on a purely voluntary basis, and that they can withdraw at any time without explanation. I will explain the right to withdraw individually to staff and parents, and pupils.

The students will be told they can either tell me, someone they feel confident talking to in school or their parents if they want to withdraw.

The British Educational Research Association (BERA) (2004) suggest that any decision to persuade participants to re-engage should be taken with care, as researchers should not use coercion of any form to persuade participants to re-engage with the work. I would not try to re-engage a participant who has decided to withdraw; full involvement would be needed for the form of evaluation being employed in the research.

4. Please describe how you will ensure the confidentiality and anonymity of participants. Where this is not guaranteed, please justify your approach.

The anonymity of the participants will be guaranteed. Confidentiality will also be guaranteed, unless there are child protection concerns. Participants will be told that all information is confidential, unless it raises concerns about the safety of the participant or someone they mention.

Once the sample is identified the information kept relating to each participant will be their name, year group, parent/carers name, home address and, if the pupil is on the Special Educational Needs register in school, the primary educational need. This information will be provided by the school Senior Leadership Team (SLT). I will keep this information on the County Council internal computer system. My access to this system is username and password protected and no one else has access to information that is stored by me without my consent. Once the thesis is completed and accepted this information will be deleted.

Signed parent/carers and student consent forms will be kept in a locked filing cabinet within the Educational Psychology Service (EPS) office. Access to this office is also controlled through password protected doors.

Students who are interviewed will be identified on the interview schedule by their gender and year group, for instance 'Y7 boy', and not by their name. When the research has been assessed to have passed at Doctoral level the interview schedules will be shredded. Until this point the information contained in them may need to be referred to.

Participants will not be named in the body of the thesis. Any reference to an individual will be made anonymously, for instance by referring to 'child A'. Any extraneous information, such as gender or age, which may lead to the identification of a participant, will be removed from any reporting.

Information that could identify members of school staff by job title or position will not be included.

5. Describe any possible detrimental effects of the study and your strategies for dealing with them.

BERA (2004) states researchers must take steps to minimise the effect of designs that advantage one group of participants over others (for example in experimental studies). If there is any predictable detriment to the participants they should be informed of this. No particular detriment seems to arise from my proposed research as it involves no control or experimental group. Students will nominate a member of staff to go to if, after an interview, they feel they need to talk about their involvement, or the responses they have made.

Pupils will be asked to miss one taught lesson to be interviewed, but they will be given a choice as to which lesson this is. If a pupil prefers, the interview can be conducted outside of the school day.

6. How will you ensure the safe and appropriate storage and handling of data?

During transit from the school where the data is collected and the County Council office where it will be stored, it will not be left unattended in a vehicle.

Written data will be stored in a locked filing cabinet, within a pass code protected room. This information will be the signed consent forms and the completed interview schedules and questionnaires.

Data that is being analysed and has been transferred onto a computer will have already been made anonymous. It will be kept on a secure County Council computer system. I can also access this system from a work laptop at home using the Citrix remote access system. Again, I am the only person to have access to this as it is pass code protected.

7. If during the course of the research you are made aware of harmful or illegal behaviour, how do you intend to handle disclosure or nondisclosure of such information?

Disclosure of information that is potentially harmful to the child or others would be reported according to Local Authority child protection procedures. When speaking with children I would explain that, regardless of confidentiality, I would have to report anything they tell me that is potentially harmful to themselves or others.

Other potentially harmful behaviour that would not involve child protection procedures would be handled in a supportive manner in conjunction with the participant. This may involve sign posting to sources of help, talking with school staff, parents/carers or other agencies involved.

8. If the research design demands some degree of subterfuge or undisclosed research activity, how have you justified this and how and when will this be discussed with participants?

BERA (2004) advises that deception or subterfuge should not be used unless the research design specifically requires it to ensure that the appropriate data is collected, or the welfare of the researchers is not put in jeopardy. For my own research, the design will not require that deception is used.

9. How do you intend to disseminate your research findings to participants?

The form of research to be used requires developing the hypotheses with the participants. Once information is obtained to test the hypotheses this will be shared with the participants. Participants views about whether or not the data supports the hypotheses will also be gained.

At the end of the study a research report will be written. This will be reported through a presentation to the Senior Learning Team in the school, and school staff. A separate report will be written for pupils and their parents. This information will be also reported back through a presentation and question and answer session.